DOCUMENT RESUME

ED 348 093 JC 920 389

AUTHOR Kelly, Dexter
TITLE Annual Information Digest. Los Angeles Community Colleges, 1990-91.
INSTITUTION Los Angeles Community Coll. District, Calif. Educational Services Div.
REPORT NO R&P-AID-004-GDK
PUB DATE Jun 92
NOTE 140p.; Prepared by the Office of Research and Planning. For the 1989-90 digest, see JC 920 388.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Achievement; College Programs; College Transfer Students; Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; Multicampus Districts; Population Trends; School Demography; School District Size; School District Spending; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Los Angeles Community College District CA

ABSTRACT

This databook contains information on the nine colleges in the Los Angeles Community College District (LACCD), California, for the 1990-91 academic school year. Tables and graphs present data on community characteristics and attendance patterns, student and enrollment characteristics, instructional programs, student academic performance and articulation, special services, and fiscal and personnel resources. Both individual college and districtwide data are included. Highlighted findings for the district include the following: (1) the combined service area of the LACCD changed extensively over the past decade, with Hispanics now representing more than one-third of district area college-age residents, while Whites are a plurality of 43%, and Blacks and Asians represent 14% and 8% respectively; (2) credit enrollment was 110,690, up 2.3% from 1989; (3) average daily attendance districtwide was 58,231 for 1990-91; (4) in 1990, 22.4% of the district's entering students were first-time students, 10.7% were new transfers, 13.2% were returning students, and 53.7% were continuing students; and (5) the net general fund income for 1990-91 was $258.85 million. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Report No. AID - 004 - GDK
Office of Research and Planning

ED348093

ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1990-91

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. D. Kelly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Los Angeles City College > East Los Angeles College >
Los Angeles Harbor College > Los Angeles Mission College >
Los Angeles Pierce College > Los Angels Southwest College >
Los Angeles Trade-Technical College > Los Angeles Valley College >
West Los Angeles College >

Dexter Kelly

June 1992

Educational Services Division
Los Angeles Community College District

JC920389

BEST COPY AVAILABLE

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

1991-92 BOARD OF TRUSTEES

Julia Li Wu, President
Wallace B. Knox, Vice President
Althea R. Baker
Lindsay Conner
Dr. David Lopez-Lee
Patrick F. Owens
Dr. Kenneth S. Washington
Ron E. Sterbenz, Student Member

DISTRICT ADMINISTRATION

Dr. Donald G. Phelps, Chancellor
Irving Weinstein, Vice Chancellor, Educational Services
Dr. Robert S. Standen, Acting Vice Chancellor, Human Resources
Neil Yoneji, Vice Chancellor, Business Services
Martha A. Torgow, General Counsel

COLLEGE PRESIDENTS

EAST LOS ANGELES COLLEGE: Dr. Omero Suarez
LOS ANGELES CITY COLLEGE: Jose Robledo
LOS ANGELES HARBOR COLLEGE: James L. Heinselman.
LOS ANGELES MISSION COLLEGE: Dr. M. Jack Fujimoto
LOS ANGELES PIERCE COLLEGE: Lowell J. Erickson
LOS ANGELES SOUTHWEST COLLEGE: Patricia Wainwright
LOS ANGELES TRADE-TECH COLLEGE: Thomas L. Stevens, Jr.
LOS ANGELES VALLEY COLLEGE: Dr. Mary E. Lee
WEST LOS ANGELES COLLEGE: Dr. Evelyn Wong

ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1990-91

June 1992

Prepared by
Dexter Kelly
Research Analyst

Office of Research and Planning
May K.C. Chen, Director

Educational Services Division
Irving B. Weinstein, Vice Chancellor

Los Angeles Community College District
617 West Seventh St., Los Angeles Ca. 90017
Tel: (213) 891-2000

TABLE OF CONTENTS

List of Tables iii

List of Figures vii

District Map x

Preface xi

Glossary xiii

Commentary xvii

TABLES AND FIGURES

Community Characteristics and Attendance Patterns 1

Student and Enrollment Characteristics 11

Instructional Programs 43

Student Performance and Articulation 75

Special Services 85

Fiscal and Personnel Resources 89

Updates 109

LIST OF TABLES

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Table 1 Selected Population Characteristics by College Service Area, 1980 -1990 2

Table 2.1 Unduplicated Enrollment by College Service Area and College, Fall 1985 - Fall 1990 4

Table 2.2 Age-specific Participation Rates by College Service Area, Fall 1980 - Fall 1990 5

Table 2.3 Enrollment by Zipcode-Defined Subarea and College, Fall 1990 8

STUDENT AND ENROLLMENT CHARACTERISTICS

Table 3.1 Unduplicated First Census Credit Enrollment by College, Fall 1964 - Fall 1990 12

Table 3.2 Unduplicated First Census Non-Credit Enrollment by College, Fall 1986 - Fall 1990 12

Table 3.3 District and State Credit Enrollment, Fall 1972 - Fall 1990 13

Table 3.4 District and State Non-Credit Enrollment, Fall 1986 - Fall 1990 13

Table 4 Average Daily Attendance (ADA) by Academic Year, 1969-70 through 1990 18

Table 5 Unduplicated Enrollment by Sex and College, Fall 1972 - Fall 1990 20

Table 6 District Unduplicated Enrollment by Ethnicity and College, Fall 1972 - Fall 1990 22

Table 7 Unduplicated Enrollment by Age and College, Fall 1972 - Fall 1990 24

Table 8.1 Unduplicated Enrollment by Unit Load and College, Fall 1972 - Fall 1990 26

Table 8.2 Unduplicated Enrollment by Hour Load and College, Fall 1972 - Fall 1990 28

Table 9 Unduplicated Enrollment by Class Level and College, Fall 1972 - Fall 1990 30

Table 10 Unduplicated Enrollment by Time of Day and College, Fall 1976 - Fall 1990 32

Table 11 Unduplicated Enrollment by Entering Status and College, Fall 1972 - Fall 1990 34

Table 12.1 Unduplicated Enrollment by Educational Goal and College Fall 1983 - Fall 1989 36

Table 12.2 Unduplicated Enrollment by Educational Goal and College Fall 1990 38

Table 13.1 Student and Enrollment Characteristics by College, Fall 1990 40

Table 13.2 Student and Enrollment Characteristics by College, Spring 1991 41

INSTRUCTIONAL PROGRAMS

Table 14 — Weekly Student Contact Hours (WSCH) by Day and Evening Programs and College, Fall 1968 - Fall 1990 44

Table 15 — Weekly Student Contact Hours per Enrollment, 1979-80 through 1990-91 48

Table 16 — Weekly Student Contact Hours by Selected Activity, Fall 1981 - Fall 1990 50

Table 17.1 — Staffing Patterns by Selected Activity, Fall 1981 - Fall 1990 52

Table 17.2 — Class Size by Selected Activity, Fall 1981 - Fall 1990 54

Table 18 — Weekly Student Contact Hours by Course Classification and College Fall 1980 - Fall 1990 56

Table 19 — Weekly Contact Hours by Course Transfer Status and College, Fall 1980 - Fall 1990 60

Table 20 — Summer Session Weekly Student Contact Hours and Enrollment, 1975 - 1990 62

Table 21.1 — PACE Weekly Student Contact Hours by College and Discipline, Fall 1983 - Fall 1990 66

Table 21.2 — ESL Weekly Student Contact Hours by College and Discipline, Fall 1981 - Fall 1990 68

Table 21.3 — ESL Enrollment by College and Credit Status, Fall 1985 - Fall 1990 70

Table 22 — District Instructional Television (ITV) Enrollment and WSCH, 1971-72 through 1990-91 71

Table 23 — Duplicated Enrollment In Community Services by College, 1978-79 through 1990-91 74

STUDENT PERFORMANCE AND ARTICULATION

Table 24 — First Census to End-of Semester Day and Evening Retention Rates by College, Fall 1978 - Fall 1990 76

Table 25 — Grade Distribution by College, Fall 1981 - Fall 1990 78

Table 26.1 — Fall Semester Transfer to California Public and Independent Four-year Institutions by College, Fall 1978 - Fall 1990 80

Table 26.2 — Full-year Transfers to California Public Four-year Institutions by College, 1978-79 through 1990-91 81

Table 27 — Awards Conferred by Type and College, 1978-79 through 1990-91 84

SPECIAL SERVICES

Table 28 Services To Special Groups: Veterans, Disabled Students, EOP&S, Financial Aid Recipients and Foreign Students, 1977-78 through 1990-91 86

Table 29 Amnesty Program Enrollment and Costs, 1988-89 through 1990-91 88

FISCAL AND PERSONNEL RESOURCES

Table 30 General Fund Income by Source, 1979-80 through 1990-91 90

Table 31 General Fund Expenditures by Activity, 1979-80 through 1990-91 92

Table 32 Basic Program Expenditures by Location, 1990-91 94

Table 33 Special Purpose Expenditures, 1981-82 through 1990-91 96

Table 34 Special Student Service Expenditures and Special Project Grants by College, 1978-79 through 1990-91 98

Table 35 Special Vocational Education Funds by Location, 1978-79 through 1990-91 100

Table 36.1 Personnel Distribution by Employment Category, Sex and Ethnicity, 1980 through 1990 104

Table 36.2 Personnel Distribution by Location, Sex and Ethnicity, 1985 through 1990 106

UPDATES

Student and Enrollment Characteristics by College, Fall 1991 109

LIST OF FIGURES

Figure 1 District Map x

COMMUNITY CHARACTERISTICS AND ATTENDANCE PATTERNS

Figure 2 Districtwide Age-specific Participation Rates, Fall 1980 - Fall1990 6

STUDENT AND ENROLLMENT CHARACTERISTICS

Figure 3.1 District Unduplicated Credit Enrollment, Fall 1972 - Fall 1990 14

Figure 3.2 Unduplicated Credit Enrollment in California Community Colleges, Fall 1972 - Fall 1990 14

Figure 3.3 National Unduplicated Community College Credit Enrollment, Fall 1972 - Fall 1988 15

Figure 3.4 District and State Non-Credit Enrollment, Fall 1986 - Fall 1990 16

Figure 4 District Average Daily Attendance, 1971-72 through 1990-91 18

Figure 5 District Unduplicated Enrollment by Gender, Fall 1972 - Fall 1990 19

Figure 6 District Unduplicated Enrollment by Ethnicity, Fall 1972 - Fall 1990 21

Figure 7 District Unduplicated Enrollment by Age, Fall 1972 - Fall 1990 23

Figure 8 District Unduplicated Enrollment by Unit Load, Fall 1972 - Fall 1990 27

Figure 9 District Unduplicated Enrollment by Class Level, Fall 1972 - Fall 1990 29

Figure 10 District Unduplicated Enrollment by Time of Day, Fall 1972 - Fall 1990 31

Figure 11 District Unduplicated Enrollment by Entering Status, Fall 1972 - Fall 1990 33

Figure 12 District Unduplicated Enrollment by Educational Goal, Fall 1983 - Fall 1989 37

INSTRUCTIONAL PROGRAMS

Figure 14.1 District Day and Evening WSCH, Fall 1968 - Fall 1990 45

Figure 14.2 District Day and Evening WSCH Percentages, Fall 1975 and Fall 1990 46

Figure 15 District WSCH per Enrollment, Fall 1979 - Fall 1990 47

Figure 16 WSCH per Selected Program Area, Fall 1981 and Fall 1990 49

Figure 17.1 Regular FTE Faculty by Selected Program Area, Fall 1981 and Fall 1990 51

Figure 17.2 Class Size by Selected Activity, Fall 1981 and Fall 1990 53

Figure 18 District WSCH by Course Classification, Fall 1980 - Fall 1990 58

Figure 19 District WSCH by Course Transfer Status, Fall 1980 - Fall 1990 59

Figure 20.1 District Summer Session Enrollment, Fall 1975 - Fall 1990 63

Figure 20.2 District Summer Session WSCH, Fall 1975 - Fall 1990 64

Figure 21.1 District PACE WSCH, Fall 1983 - Fall 1990 66

Figure 21.2 District ESL WSCH, Fall 1983 - Fall 1990 67

Figure 22.1 District ITV Enrollment, 1971-72 through 1990-91 72

Figure 22.2 District ITV WSCH, 1971-72 through 1990-91 72

Figure 23 District Duplicated Enrollment in Community Services, 1978-79 through 1990-91 73

STUDENT PERFORMANCE AND ARTICULATION

Figure 24.1 District Day and Evening Retention Rates, Fall 1978 - Fall 1990 75

Figure 26.1 Fall Semester Transfers from California Community Colleges to the CSU and UC Systems, Fall 1978 - Fall 1990 82

Figure 26.2 Fall Semester Transfers from the District to the CSU and UC Systems, Fall 1978 - Fall 1990 82

Figure 27 District Awards Conferred by Type, 1978-79 through 1990-91 83

SPECIAL SERVICES

Figure 28 Services to Special Student Groups, 1977-78 through 1990-91 85

FISCAL AND PERSONNEL RESOURCES

Figure 30 General Fund Income, 1980-81 through 1990-91 91

Figure 31 General Fund Expenditure per ADA, 1980-81 through 1990-91 91

FIGURE 1

Golden State Fwy.
San Diego Fwy.
Mission
Pierce
Valley
Ventura Fwy.
Hollywood Fwy.
City
District Office
Santa Monica Fwy.
East
West
Harbor Fwy.
Trade-Tech
Pacific Ocean
WLAC
Airport
Center
Southwest
Harbor
Los Angeles Community
College District
N
0 3 6 12 Miles

PREFACE

The purpose of the *Annual Information Digest, 1990-91* is to aid in evaluating the past academic year by collecting, summarizing and consolidating college and districtwide information. The data are displayed in tabular and chart form for easy reference. This year's edition updates last year's 1989-90 *Digest*, as well as the Technical Information Volumes of the *College Annual Reports*, published in previous years through 1986-87.

In addition to providing background data for administrative decision making at both college and District levels, the Digest is intended to support such campus based functions as the preparation of grant proposals, institutional and program accreditation, budget preparation, program development and review, strategic planning, and other tasks that require accurate and accessible information on many aspects of the college and its community. It is hoped that it will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. There are limitations on the amount of material that can be included in a single volume, and the Digest alone cannot satisfy every data need. But it indicates the scope of information available in greater detail through the Office of Research and Planning, and which may be obtained on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Fall semester data are selected for illustration in most areas, since they represent the largest enrollments of the academic year. Whenever appropriate, the tables are accompanied by line charts, which illustrate districtwide trends over the entire time span for which data is available. A brief explanation is placed before each table or group of closely related tables, to provide background information and/or clarification of terms sufficient for understanding the table. More detailed analysis of data trends, and interrelationships between categories of data, are found in the Introduction.

Tables and figures are presented within the following topics:

Community Characteristics and Attendance Patterns	Tables 1.1 - 2.3 Figure 2
Student and Enrollment Characteristics	Tables 3.1 - 13.2 Figures 3.1 - 13
Instructional Programs	Tables 14 - 23 Figures 14.1 - 23.2
Student Performance and Articulation	Tables 24 - 27 Figures 24.1 - 27.4
Special Services	Table 28 Figure 28
Fiscal and Personnel Resources	Tables 29 - 35.2 Figures 29 - 30

The Glossary includes all terms whose meaning may not be self-evident. They are grouped in the same order as the characteristics and topics to which they are related, and in the approximate order of their appearance, rather than alphabetically. It is hoped this order will make the definitions easier to find.

The Office of Research and Planning will continue to publish additional reports on special topics which provide more detailed research and data on an annual basis. As noted above, the Office stands ready to respond to specific requests for information, or to assist users in the retrieval, collection, interpretation and analysis of data.

GLOSSARY

Community Characteristics and Attendance Patterns

Unduplicated Enrollment. The "head count" number of individual students. Each person is counted once, no matter how many classes are taken.

Participation Rate. The number of all students, or those within a given group classification (i. e., age, ethnicity), per 100 of the districtwide or service area population.

Student and Enrollment Characteristics

First Census. An enrollment count administered on the first day of the fourth week of each semester. Only those enrolled in a class meeting on that particular day are included.

Credit. Defines courses for which units may be counted as a portion of an educational sequence leading to a degree or certificate.

Non-credit. Describes courses in ESL, basic skills, citizenship, parenting, special training for handicapped, and other programs that do not yield college credit, but are eligible for state funding.

Average Daily Attendance (ADA). A measure of annual full-time attendance based on student class hours. Up to July 1991, this was the unit of attendance used to calculate state reimbursement funding for each college.

ETHNICITY

Ethnic Status. The ethnicity reported by students on a voluntary basis on the application for admission. The choices offered are: Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Vietnamese, Indian Sub-continent, and Other Asian; Black/ African-American; Chicano or Mexican, Central American, South American, and Other Hispanic; Samoan, Hawaiian, Guamanian, and Other Pacific Islander; American Indian/ Alaska Native and Other Non-White; and Decline to State. In Table 6, Enrollment by Ethnicity, these categories have been consolidated into Asian (including Pacific Islander), Black, Hispanic, and White. The Other category, which includes American Indian/ Alaska Native and Other Non-White, is not listed in the table.

STUDENT LOAD

Unit Load. The number of course units carried by a student during a single semester.

Full-time Students. Those enrolled for 12 or more semester units.

Hour Load. The number of weekly class hours attended by a student during a single semester.

CLASS LEVEL

Freshmen. Students who at the time of registration have completed fewer than 30 units of college credit.

Sophomores. Students who at the time of registration have completed between 30 and 60 units of college credit, but have not obtained either an associate or bachelor's degree.

Other. Students who at the time of registration have completed over 60 units without an associate degree.

AA or Higher Degree. Students who at the time of registration have earned an associate, bachelors, or higher degree.

TIME OF DAY

Day Students. Those enrolled exclusively in classes convening prior to 4:30 p.m.

Day-Evening Students. Those who attend both day and evening classes in the same semester.

Evening Students. Those enrolled exclusively in classes convening at 4:30 p.m. or later.

ENTERING STATUS

First-time Students. Students who have never been enrolled at the college, and have not transferred from another college.

New Transfers. Students new to the college who have transferred from another college.

Returning Students. Formerly enrolled students returning to the college after an absence of a semester or more. Includes students who have attended another college during their absence.

Continuing Students. Those who were enrolled at a college during the immediately preceding semester.

EDUCATIONAL GOALS

Transfer. A goal to transfer to a baccalaureate program at a four-year college or university, with or without an associate degree.

General Education Associate Degree. A goal to obtain an associate degree with a non-vocational liberal arts major, but without intent to transfer.

Vocational Associate Degree. A goal to obtain an associate degree in a specific vocationally-related program, without specific intent to transfer.

Vocational Certificate. A goal to complete a vocational program's requirements for a certificate, without taking the general education courses required for the associate degree.

Job Skills The goal to obtain specific job skills in a vocational field, without necessarily completing the courses required to earn either a certificate or an associate degree.

Instructional Programs

Weekly Student Contact Hours (WSCH). A measure derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. For example, a class with 30 students which meets for one hour three times a week would generate 90 WSCH.

Activity. A discipline or group of related disciplines.

Faculty Full-Time Equivalent (FTE). A measure of faculty obtained by dividing the teaching hours within a discipline, activity or other category, by the teaching load specified by contract for that activity.

Duplicated Enrollment. The number of students enrolled in classes, courses or disciplines, when these categories are aggregated and summed. An individual student would be counted as many times as the number of classes attended; for example, a student attending three classes would be counted or "duplicated" three times. This rarely-used measure is used in this document only for Community Services.

COURSE CLASSIFICATION AND TRANSFER STATUS

UC indicates the University of California system; **CSU** denotes California State University institutions.

Prerequisite and Developmental. Courses designed to bring students' language and mathematical skills up to college level. Also defined as transitional, these courses do not count towards transfer credit.

Occupational. Vocational courses intended to prepare students for careers in occupations that normally do not require more advanced training in baccalaureate programs. Some may be equivalent to courses in CSU vocational programs, and may be transferable under special conditions.

Liberal Arts and Sciences. All college-level courses that yield credit for transfer to state four-year institutions, and are not classified as occupational.

Transferable. Designates courses whose credit is transferable to state four-year institutions. All courses transferable to UC schools are also transferable to CSU, but the reverse is not true: some

courses that yield full credit for CSU are either nontransferable to UC or transferable with limited acceptable units.

Student Performance and Articulation

Retention Rate. The percentage of students enrolled at First Census who are still enrolled at the end of the semester.

Fiscal and Personnel Resources

FUNDING CATEGORIES

General Fund. Includes all funding that supports the basic operations of the District, both restrictive and nonrestrictive. Includes most categorical funding, but excludes accounts for cafeteria, bookstore, child development, special reserve, and the grant funds for Financial Aid.

Basic Program. Includes unrestricted funding, which can be allocated at the discretion of college and District administration. Identified as Program 100 in the budget and expenditure reports.

Special Funding. Also called categorical or restrictive funding. Supports programs that are designed and overseen by state and federal agencies outside the District, including such special student services as Disabled Students Programs and Services, EOP&S, Financial Aid and Veterans Programs. Special funds may be spent only within their programs, and according to guidelines laid down by the funding agencies, which periodically audit program expenditures.

PERSONNEL

Affirmative Action. The policy of allocating positions within personnel categories to members of gender and major ethnic groups, in order to bring the category's gender and ethnic balance in line with that of the District community. Goals are applied at both college and District levels.

Benchmark. A percentage parity goal for ethnic representation, based on the 1980 census.

Executive/Administrative/Managerial. Defines all persons responsible for management of an institution or a major department or subdivision thereof. Includes all certificated administrators and some classified managers.

Faculty. Defines all full- or part-time certificated personnel in teaching, counseling, and librarian positions.

Professional Non-Faculty. Defines classified positions requiring college or graduate-level training and, minimally, a baccalaureate degree. Includes various analysts, bookstore managers, staff aides and assistants, accountants, etc.

Secretarial/Clerical. Defines positions in clerical or secretarial activities.

Technical/Paraprofessional. Defines positions requiring specialized technical skills which may be acquired in two-year technical institutes or community college occupational programs, or in appropriate on-the-job training. Includes computer operators, programmers, lab technicians, etc.

Skilled Crafts. Defines positions requiring special technical and manual skills obtainable in trade schools, apprentice programs, or on-the-job training. Includes carpenters, painters, electricians, etc.

Service/Maintenance. Positions requiring technical and manual skills sufficient to perform custodial, groundskeeping, or food service tasks.

COMMENTARY

The *Annual Information Digest* is intended to serve both as a reference guide to recent information about the Los Angeles Community Colleges, and as a system to track and analyze long-term trends in all activities of the colleges and District. It therefore presents data not only in comparison with that of the previous year, but also in the context of longer time periods. But there is often insufficient space in the tables to include every year for which data is available. In most of these cases the procedure has been to begin with the earliest year's data, followed by five-year intervals up to 1985, from which every succeeding year is listed.

This introductory commentary seeks to analyze the information contained in the tables in greater detail than space permits in the explanatory paragraphs, while revealing correlations between different tables and topics of concern to data users. When appropriate, reference is made to relevant data and/or analysis published outside the *Digest*, especially in regard to crosstabulations of student characteristics. These sources may be made available on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Fall semester data are selected for illustration in most areas, since they represent the largest enrollments of the academic year. Whenever appropriate, the tables are accompanied by line charts, which illustrate districtwide trends over the entire time span for which data is available. A brief explanation is placed before each table or group of closely related tables, to provide background information and/or clarification of terms sufficient for understanding the table. The sequence of tables proceeds from characteristics of the community, students and enrollment, to descriptions of instructional programs and support services, and concludes with analyses of institutional fiscal and personnel resources.

Community Characteristics and Attendance Patterns

(Tables 1 - 2.2, Figure 2) As Table 1 reveals, the District Area has undergone extensive change in the last ten years. Its 1990 population is estimated to have increased over 14% since 1980, and the 18-54 segment has grown by a third. Yet enrollments have dropped, because the college-relevant population has aged as the "traditional" student cohort of 18 to 24-year-olds declined 22% from its 1980 level, while the 25 to 54 year-olds increased by 19%. The 35 to 54 year-olds alone increased by 33% during the eighties, and are up 4% from 1989. In all college service areas Hispanics have increased their population share, while whites have declined. Changes in Asian and black percentage shares have been irregular among colleges, but overall the percentage of blacks has declined slightly, while the Asian percentage has stabilized.

The college-relevant population does not always indicate the relative size of college enrollments. East's area has by far the greatest number of 18 to 24 year-olds, almost 84,000, while Pierce and Valley each have less than half as many (Table 1). Yet the latter two colleges have enrollments 26% and 24% larger respectively than East (Table 2.1). The reason may be seen in the age-specific participation rates in Table 2.2; Pierce's and Valley's are much higher in the younger age groups, which contain a higher proportion of whites, whose participation rates have been higher than those of Hispanics. At East, Southwest and West, low participation rates may have been aggravated by the nearby location of more developed campuses in adjoining single-college districts. (see also *Interdistrict Student Flow*, RPA 1989)

Comparison of figures in Tables 1 and 6 reveals that the ethnic makeup of a college's service area is only partially reflected in its student body. East has traditionally been the most Hispanic college of the District, and its percentage of Hispanic students is less than two points smaller than its area Hispanic share. Asians are 8% of East's service area residents but 22% of its student body; in contrast, 20% of area residents are white but only 5% of students are in that category. This pattern may be influenced by the fact that a greater portion of the Asian population is college age, while the white residents tend to be older. Pierce and Valley's percentages of white students are far below their area white percentages. Southwest's Hispanic enrollment has matched and surpassed its 20% local Hispanic share only in the last three years. The City College area has the most even ethnic distribution of any college, as does its student body. But blacks attend City in far greater proportions than their

percentage in City's service area, because they commute to City from homes within parts of Trade-Tech's area, as indicated in Table 2.3.

As shown in Table 2.1, the Los Angeles Community College District drew 12.6% of its Fall 1990 students from neighboring college District service areas, an increase of more than two percentage points both from the previous year and from 1980, and the highest such figure in District history. As noted above, El Camino and Santa Monica Colleges may have attracted significant numbers of District students. It has not been possible to obtain precise outflow figures on a regular basis. But increases in percentages at Southwest and West from their own service area indicate that the negative impact of the neighboring colleges may be weakening.

Participation rates for all colleges were well below their 1980 levels in Fall 1990, but all colleges had recovered from their low points in the middle of the decade, at least in the critical younger groups. All age groups have enjoyed rate increases since 1985, but the more traditionally college age groups have gained the most. The 20-24 year-olds are up over a full percentage point from 1989, and surpass even their 1980 rate. (Table 2.2)

Table 2.3 shows that many colleges draw students from outside the discrete areas described in Table 2.1. Only Mission and Trade-Tech attract fewer than half their service area's District college students. A greater percentage of Trade-Tech's area's students attend nearby City College, but Trade-Tech's specialized vocational offerings draw substantial percentages of students from the City, West, Southwest and East service areas, and even from outside the District. Mission has been gaining ground since 1980 in its competition for students with the other two San Fernando Valley colleges, but its share of local students is still less than half its student body, and second smallest after Trade-Tech. This situation may change after Mission occupies its new campus in Fall 1991.

Student and Enrollment Characteristics

Enrollment (Tables and Figures 3.1 - 4,) Although California has little more than 10% of the U.S. population, its Fall 1988 unduplicated community college enrollment rose to 25% of nationwide enrollment in public two-year colleges. Since 1985, the Los Angeles Community College District has provided slightly more than 9% of total statewide credit enrollment, and almost 2.5% of national enrollment. The parallel columns in Table 3.3 and the corresponding line charts (Figures 3.1 - 3.3) show that enrollment decline occurred at all three levels in the mid-eighties, but was more acute within the Los Angeles District. The prime factor in this decline may be age demographics, as it corresponded with a reduction in the number of younger college-age students, as described above. The LACCD has taken longer to recover than the state as a whole. In Fall 1990, the District enrollment increase surpassed the corresponding state increase for the first time since 1986.

If Figure 4 is compared with Figure 3.1, it can be seen that fluctuations in Average Daily Attendance (ADA) parallel those in enrollment, with minor differences caused by the former's inclusion of load as a factor, and its whole year span. The 4.5% District ADA increase in 1990-91 was greater than that in enrollment and WSCH in both the fall and spring semesters, indicating a rise in student hour load and improved retention. (See also *WSCH and Enrollment Comparisons*, Office of Enrollment Management, 1989-90)

Changes in enrollment may be driven by regulations as well as changes in student characteristics. The enrollment "bulge" at West in 1978-1982 may have resulted from restrictions on interdistrict flow, which prevented students on the west side of Los Angeles from attending Santa Monica College. The aging of the student population may have overcome this factor even before free-flow was allowed in 1984, since West's enrollment began to decline the year before (Interdistrict Student Flow, RPA 1989). In recent years, enrollment has increased in spite of free flow, and without significant change in age demographics. Growth in 1990 occurred at all colleges except Valley, where enrollment fell back to its 1988 level. Pierce regained from Valley the position of the largest college, but by less than a thousand students. The "medium sized" schools of the inner-city zone, City, East and Trade-Tech, are each separated by a difference close to 2,000. West continues to grow faster than Harbor, and Southwest is slightly ahead of last-place Mission, the only college without a campus in Fall 1990. (Table 3.1)

The institution of Amnesty-sponsored citizenship and ESL classes for immigrants in Fall 1988 caused a sharp rise in non-credit enrollment (Table 3.2). This growth has ceased with the passing of the deadline for enrollment in the Amnesty program, and coincidental funding cutbacks have brought about a reduction in non-credit offerings. Since Table 3.2 shows only first census counts, excluding full modular and open-entry enrollment, the size and proportions of the 1990 decline are distorted; actual Amnesty enrollment dropped 32%, by 3,686 students (Table 29).

Demographic Profile

Gender (Table and Figure 5) Since the late 70s, females have been a substantial majority of the District student population. The shift in majorities occurred in 1976, as the numbers of male veteran students began to decline and employment opportunities for women increased. In Fall 1990 they reached their highest percentage districtwide, and their highest numbers since 1980. Only at Trade-Tech, with its industrial craft and trade programs, are males more than half the student body. At Mission and Southwest, which have large proportions of older working students, women make up over two-thirds of the student body. They are a larger share of blacks, students over 35, and those with loads under six hours. Women are a distinct minority only among Asian students. In remaining categories they are evenly distributed with men. (See also *Fall 1990 Student Characteristics*, RPA 1991)

Ethnicity (Table and Figure 6) Changes in the ethnicity of District students since 1975 have reflected those in the area population, but with some distortion. Asian students have increased at a more rapid rate in the District student body than in the community, while Hispanics have increased more slowly. But Hispanic students far outnumber Asians as well as blacks, and are second only to whites in the District. Both blacks and whites have declined numerically and percentage-wise since 1975, but the white decline has been steadier and steeper. Blacks increased their numbers slightly in Fall 1990, and their percentage share is still greater than their share of the service area population. Neither can be said of whites.

Blacks are still in predominance at Southwest, but their share has declined almost 25 percentage points in favor of Hispanics, who have increased from less than one percent to more than a quarter of the student body. East is still the most Hispanic campus, where latinos make up 69% of students, their highest percentage ever. Asians are also increasing at East, to almost 22%, while the white and black shares are declining. Ethnic groups are most evenly distributed at City, which is the only college where whites increased their percentage in 1990. The Asian percentage declined at City that fall, but at 25% it is still the largest concentration of Asian students in the District .

Age (Table and Figure 7) The dominant trend in student characteristics over the last fifteen years has been the decline in the proportion of younger, traditionally college-age students. This post baby-boom dropoff drove enrollment into a trough during the mid 1980s. Numbers have since recovered following the nadir of 1985, but percentages of those under 20 continue to decline. The percentage of 20-24 year-olds is virtually the same as in 1985, while proportions of older students continue to grow.

Pierce has always been the most "youthful" campus, with by far the largest share of students under 20. It is second to East in the 20-24 group, but still has the highest combined proportion of younger students. Mission has the largest segment of students 35 and older, and the smallest combined percentage of the 18-24 group. Close to a third of enrollment at City, Southwest, Trade-Tech and West is between 25 and 34, and these colleges have larger shares over 34 than under 20.

Academic Profile

Unit and Hour Loads (Tables 8.1 and 8.2, Figure 8) The greatest difference in the high and low unit and hour groups occurs at Trade-Tech, where there is much enrollment in trade courses with more hours than units, as well as modular courses. At Southwest, another 15-point difference occurs between medium part-timers and full-timers in the unit and hour groups. This may be caused by high proportion of developmental enrollment at the college, as shown in Table 18. Trade-Tech and Southwest have the highest proportions of full-time students by hour; both are over 40%, and Southwest's enrollment is almost half full-time. Mission, with its relatively large evening program, has a 42% portion of part-timers under six hours. At all other colleges, distribution between the hour groups

is close to even, and the difference between corresponding unit and hour figures is between six and seven points.

Class Level (Table and Figure 9) A distinct majority of students at all colleges have fewer than 30 units in their transcripts. This amount is sufficient for most occupational certificates, most job skill training or updating, basic skills including ESL, and other short-term goals that do not require a degree or transfer to a four-year college. The percentage of "freshmen" is highest at colleges with a large proportion of older, working students attending part-time, as at Mission and Southwest, and/or in occupational programs, as at Trade-Tech. These three colleges have the lowest portion of sophomores, while the highest shares of are at Pierce and Valley, with their younger, more traditionally transfer-oriented students. The highest percentage of students already with degrees is at West, whose service area residents include many educated professional adults seeking avocational courses or high-tech job skill updating in evening classes. There is little variation between colleges of other undergraduates with sixty units or more.

Time of Day (Table and Figure 10) Day-only enrollment has declined since 1976 at seven out of nine colleges. Only Pierce and Trade-Tech have maintained stable prportions in this category. Evening enrollment has tended to increase at most colleges, but with some fluctuation. Mission is the only college with a majority of students taking only evening classes, while Pierce has had the smallest percentage in most years. Students attending classes in a schedule spread across day and evening represent about 17% of total District enrollment. Their small percentage at Trade-Tech is probably due to the scheduling of occupational programs in solid blocks of three hours or more, in either day or evening. (See also *Fall 1990 Student Characteristics*).

Entering Status (Table and Figure 11) The Fall 1990 districtwide enrollment increase from 1989 in the numbers of first-time students was almost matched by a corresponding decrease in students transferring from other colleges. A rise in numbers of both continuing and returning students assured an overall enrollment increase. Returning students include many who must "stop off" for a semester or more before continuing their studies. For this reason, they may be considered similar to continuing students, just as new transfers are sometimes lumped with first-timers. Returning students are almost a fifth of the student body at West, which has the District's smallest percentage of continuing students. City, East and Pierce all have similar-sized proportions of continuing students, well above the districtwide share. Southwest, with large numbers of ESL students and high schoolers, has had the largest percentage of first-timers in recent years. High school students, included with first-timers, were a larger percentage of Harbor College students in Fall 1990. (See also *Fall 1990 Student Characteristics*)

Educational Goal (Tables 12.1 and 12.2, Figure 12) The questionnaire on educational goals in the student application adopted in Summer 1990 has revealed significant differences in the proportions of student goals from those recorded in previous years. Because of this discrepancy, the goal data is presented in two tables. Data collected in previous years is tabulated under the "old" categories in Table 12.1, while Fall 1990 data is in Table 12.2, with each new question listed and aggregated under new categories.

Overall, the percentage of students declaring transfer goals in Fall 1990 is more than five percentage points smaller than that reported in 1989, while the 1990 aggregated vocational percentage is six points greater than its 1989 equivalent (obtained by adding Vocational Degree, Certificate, and Job Skills in Table 12.1). The greater detail covered by the new questions has probably encouraged students to be more careful in stating their goals. Even so, the districtwide percentage of unstated goals, whether undecided or unknown, has dropped by only five points districtwide, and the distribution of goals among colleges is similar to past years. Southwest and Mission still have the largest percentage of unstated goals. Pierce, the college with the most "traditional" student body profile, again has the biggest share of students with transfer goals, and Trade-Tech still has the most vocational students, even though these percentages are smaller at the respective colleges. West has the largest percentage of students stating General Ed goals, while Southwest has the only conspicuously small percentage in this area. City's relatively large share of basic skills students reflects its large populations of ESL and Learning Skills students (See Table 18). East and Mission have the largest proportions of high school students.

Instructional Programs

Day and Evening WSCH (Table 14, Figures 14.1 and 14.2) Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and is the most common basis for calculating Average Daily Attendance (ADA), which was the basis for state reimbursement funding up to July 1991. Figure 14.1 shows WSCH reaching a peak in the mid 1970s, when the greatest number of postwar baby boomers were at college age, and more than a third of District students carried full unit loads. In 1975, the peak year of District WSCH, City had the highest WSCH ever recorded for a single college. But Pierce has had the highest WSCH in every year since 1980, even in 1989, when Valley's enrollment was slightly larger. Pierce's student population remains relatively young, white, transfer-oriented and full-time. The shift from day to evening WSCH has been less pronounced at Pierce, with only a five-point change since 1975. At City, with fewer students under 20, the majority of day WSCH has dropped from three quarters to two-thirds in the past 20 years. Evening WSCH is in the majority only at Mission, with its plurality of older, working women students attending part-time. Although Mission is still the smallest college, its WSCH more than doubled over the past decade, even without a campus. All other colleges are below their 1980 levels, after partially recovering from a mid-decade slump.

WSCH per Enrollment (Table and Figure 15) has declined slightly overall as evening and part-time enrollments have increased. The most striking change has been at East, with a drop of more than three WSCH since 1979. Other changes have been close to one WSCH or less. The consistently high WSCH per student at Trade may result from the long hours required by occupational programs in labs and workshops.

WSCH by Program Area (Table and Figure 16) Since Fall 1981, the program area activities earning over 50,000 WSCH have been Math, English, Business (including Accounting, Management, Marketing, Finance and Supervision), and Physical Education/Health (PE), though not necessarily in that order every year. Of this year's top 10, only Math and English had WSCH totals higher than in Fall 1981, and both increased in 1990 to their highest WSCH ever. Mathematics moved into the leading position in Fall 1984, and has maintained it since; English has competed closely with the Business disciplines for second place in recent years. The Business disciplines and PE were well in the lead in 1981; in Fall 1990, Business declined to its lowest level, while PE has recovered from its low point in the mid 80s.

The rapid increase in English as a Second Language (ESL) WSCH reflects both the designation of old courses with the new ESL discipline name and the development of new programs. Nonetheless, the ESL WSCH figure represents only part of actual ESL WSCH, since several colleges offer ESL under English, Speech and Developmental Communications.

WSCH in vocational programs may be closely related to economic trends. The long decline in Electronics may reflect the weakness of the domestic electronics industry, while fluctuations in Construction Trades are driven by the volatile real estate market. Most vocational disciplines declined during the late 1980s. Less market-driven fields like Nursing and Public Services have remained relatively stable, as has the generalized and versatile Office Administration. But Automotive Technology is the only industrial trade to show an increase in Fall 1990.

Staffing Patterns and Class Size (Table and Figures 17.1 and 17.2) The overall percentage of regular faculty has decreased slightly since 1981. Many of the high-WSCH disciplines listed in these tables have experienced greater than average reduction in their proportions of full-time instructors. Enrollment increases in Mathematics, English and Developmental Studies have compelled their departments to hire hourly personnel, pushing their regular percentage well below the District average, at least temporarily. Financial incentives offered by the District have induced some regular faculty to retire early.

Many hourly instructors in vocational programs such as Business, Public Service, Computer Science, and Office Administration are also employed in the industries served by the programs. The percentage of regular faculty in these programs is usually below the District average. Nursing's nearly 100% regular faculty is required for the program's extensive weekly clinical time. The next highest

percentages of regular faculty are in liberal arts classroom disciplines like History, Psychology and Political Science, where faculty hiring during the dramatic enrollment growth of the 70s reflected a swelling demand among younger students enrolling full-time.

Fluctuations in class size have followed enrollment trends, with the lowest figures in most disciplines occurring in Fall 1985, the low point of enrollment and WSCH districtwide. But cutbacks in classes and attrition of staff might also cause class size to increase. In Fall 1990, the combination of enrollment growth and reduction of the number of classes offered coincided with a ten-year high in District average class size. Many above-average disciplines like History, Philosophy, Political Science, and Humanities have been bolstered by PACE in certain years, and their class size has varied accordingly. In Fall 1990, class size increased in some disciplines that lost WSCH. History's WSCH was off 7.5%, but its class size was up 9%, probably because of cuts in classes and reduction in the proportion of regular faculty. Conversely, Developmental Studies class size dropped slightly, to a still high 39.1, even though WSCH was up over 10%. This change corresponded to a faculty increase of 3.1 FTE in this high-demand area.

WSCH by Course Classification (Table and Figure 18) During the 1980s the percentage and volume of prerequisite and developmental credit WSCH increased at all colleges, and more than doubled districtwide. At City it has more than quadrupled. But City's percentage is well below those at Mission and Southwest, where over a third of WSCH is in the prerequisite and developmental categories. All three schools have substantial ESL and basic skill programs, with many students whose first language is not English. But only at Southwest is developmental WSCH a plurality. The smaller colleges experienced a 5 point increase in their developmental WSCH percentage in Fall 1990, and West's was up 2 points. At the other colleges it was virtually unchanged.

Occupational WSCH percentages have declined as developmental WSCH has increased, and actual numbers have declined slightly but steadily in the last five years. Only at Trade-Tech has it been in the majority, and by Fall 1990 it had fallen to less than two thirds of WSCH at this predominantly vocational college. Declines in occupational WSCH occurred at all colleges in 1990; the steepest was a six point drop at Southwest, which joins East as one of the two least vocationally-oriented colleges.

The three point decline in occupational WSCH at East was matched by a similar increase in liberal arts. This increase was surpassed only at Trade-Tech, where developmental WSCH rose by over a point as occupational WSCH fell over four points. Only at Mission did the percentage of liberal arts WSCH decline in Fall 1990.

WSCH by Course Transfer Status (Table and Figure 19) As comparison of Figures 18 and 19 show, the trends in Table 19 run closely parallel with those in the previous table. WSCH in courses transferable to CSU and UC is slightly larger overall than liberal arts WSCH because it also includes some occupational courses, but its fluctuations almost match those of liberal arts. The non-transferable line in Figure 19 is almost the same as the prerequisite and developmental line in Figure 18, but it is higher because some occupational WSCH is untransferable, and is therefore added to non-transferable WSCH in Table 19. Courses transferable to CSU only are almost all occupational, but do not include all occupational WSCH, so their line is at a lower level. Their WSCH has stabilized in recent years, with less up-and-down variation than all occupational WSCH.

The distributions within colleges of WSCH by Transfer Status are also similar to the Course Classification distribution. Pierce has the highest share of totally transferable WSCH, followed by Valley and East. Trade-Tech has the smallest, but it is up three points, just like liberal arts WSCH. The only decline in totally transferrable WSCH occurred at Mission, a steep five-point drop balanced by increases in the other two categories. Mission and West were the only colleges where non-transferable WSCH increased in Fall 1990.

Summer Session (Table 20 and Figures 20.1 and 20.2) Student demand for summer classes has always exceeded supply, and class cutbacks in fall and spring may have increased the need for them, as some students try to earn units they could not get in the regular school year. But the summer session has always been a lower funding priority than the fall and spring semester, and colleges even have the option of not offering summer classes.

In 1990, total District Summer WSCH and enrollment rose by 8% to its highest point since 1984. The biggest increase occurred at Valley, whose program was second to Pierce in size. Only at East was there a decline, of less than a hundred students and 300 WSCH. Mission had the smallest enrollment, and an increase of only 38 students and 300 WSCH. But second-place Southwest had a 43% increase in WSCH with 364 more students.

PACE and ESL (Tables 21.1 - 21.3, Figures 21.1 and 21.2) These two specialized programs have become well established and permanent features of the Los Angeles Community Colleges, as they fill long-standing educational needs.

In 1990 the Project for Adult College Education (PACE), designed to serve older working students, enjoyed its highest enrollment ever, surpassing the previous peak year of 1987. Since that year Mission has had the largest PACE enrollment, while Trade-Tech's was predictably the smallest in this liberal arts program. Most disciplines offered under PACE vary from semester to semester and college to college, so there is no attempt to plot trends. Humanities has been included most often, and in Fall 1990 was offered at five out of seven colleges. Philosophy, another frequent PACE course, was offered at six colleges in 1990, and had the largest enrollment of any discipline.

The strong growth in ESL in recent years has been spurred by the Amnesty program, which offers noncredit ESL and citizenship instruction for qualified immigrants. In Fall 1988, the first semester of Amnesty, non-credit ESL WSCH mushroomed from almost nothing to over 12,000 districtwide. The following year it almost doubled, bringing ESL WSCH and enrollment to its high point. That year, noncredit ESL was offered on every campus except East and Harbor. In Fall 1990, Amnesty enrollment tapered off as clients completed the program and no new persons could be admitted. Noncredit WSCH was off 29%, and enrollment of students taking only noncredit ESL classes was only a third of the year before. But credit WSCH in ESL increased by 9%, so there was only a slight decline in overall ESL WSCH and enrollment.

The greatest share of ESL WSCH was produced under the new ESL discipline, which was offered at only four colleges. City's long-established program, with the largest WSCH in the District, offered its ESL under Developmental Communications, English and Speech. Most of its decline in 1990 occurred in noncredit classes. Mission and Southwest had virtually the same overall WSCH, but a sizeable share of Mission's was in noncredit classes, whose WSCH actually increased. Trade-Tech had the largest noncredit WSCH, also up slightly from Fall 1989. City, East and Valley had large ESL segments under English; only at City was the largest share under Developmental Communications.

Instructional Television (ITV) (Table 22, Figures 22.1 and 22.2) Like PACE, ITV attempts to bring college instruction to a clientele with limited access to regular college programs. This year's enrollment was up overall, without additional classes being offered. Both enrollment and WSCH are the highest since the mid-80s in all semesters. As usual, spring has the high numbers, and the WSCH increase of 52% in Spring 1991 is the largest of any semester in 1990-91.

Community Services (Table and Figure 23) Enrollment in Community Services classes peaked during the early eighties, and has declined under the requirement that the classes be self-supporting. Sharp fluctuations in Community Services enrollment have taken place at Valley College, where an inexplicable enrollment surge took place in Spring 1990. In that semester, over 14,000 students enrolled in avocational classes. In 1990-91, enrollment returned to more typical levels. In 1990, Pierce had the largest program, although enrollment was off 10% from 1989-90. Mission's new program hit its stride in 1990, as enrollment quadrupled from its year of inception. City's was the only other program to grow in 1990-91, and its enrollment remains well below levels of previous years.

Student Performance and Articulation

Retention (Table and Figure 24) As Figure 24 shows, districtwide retention rates have tended to increase since the late seventies, and day rates have run slightly ahead of evening, although in 1990 both kinds have converged to an overall 75% districtwide. Certain policy decisions may have helped bring about the rise of retention rates in the early eighties. In Fall 1982, funding was withdrawn from avocational/recreational courses, and in the following year, fees for early course withdrawal were imposed. These policies may have helped bring about a five-point districtwide increase in evening

retention in Fall 1983. By Fall 1984 the fees were eliminated, but the enrollment fee was introduced. These changes discouraged casual attendance, and favored the more serious, committed student. They also coincided with an increase in the proportion of continuing students (See Table 11). With a partial recovery in enrollment in the late eighties, retention rates declined slightly and stabilized. In Fall 1990, the only significant change has been the return of Southwest's unusually high daytime retention rate in 1989 to a more typical level.

Grade Distribution (Table 25) The distribution of grades is one of the least variable measures of student performance. There has rarely been more than a single point of change from year to year in the percentages of grades awarded, either at the colleges or at the District level. An exceptional pattern has occurred at Mission, where the percentage of A grades has fluctuated by as much as 6.3 points a year since 1981. In Fall 1988, Mission's A grade percentage grew to 29%, nine points higher than the districtwide figure, while the percentage of Cs dropped six points. The following fall semester, the As returned to their usual 23%, while the Bs dropped a point and the Cs rose two points. In Fall 1990, the B share increased two points, while the Other percentage dropped by the same amount. Mission's A share is still the highest in the District, although marginally more than Valley, and its percentage of Ds is the lowest. Southwest, a college similar to Mission in many areas, has the District's smallest percentage of As, and its greatest share of Other Grades, most of which are withdrawals or incompletes.

Transfer to Four-Year Institutions (Tables and Figures 26.1 and 26.2) The overall decline in fall transfers from District colleges has been more severe and prolonged than the statewide downturn. Total state transfers declined 14% from Fall 1978 to a low point in Fall 1986, from which they increased 13% by Fall 1990. They are now at the highest level since 1978. Transfers from the District to state four-year schools dropped at a sharper rate during the same period, down 40% from 1978 to 1986. For three years they were virtually unchanged, lagging behind increases in enrollment; in 1990 they rose to 1985 levels, still far from the statewide recovery rate. Transfers to private institutions, always a partially unknown quantity, declined slightly in 1990. The upward trend in UC transfers may be attributed to the Transfer Alliance Program, which has improved articulation between participating colleges and UCLA. The establishment of transfer centers at the colleges in the mid 80s may also have helped increase transfer numbers a few years later. This year's continued increase is matched by a 13% rise in full-year CSU transfers, which declined in Fall 1989. Full-year transfer totals are approaching the levels of the mid-eighties, when the high enrollments of the beginning of the decade preceded the years with the greatest number of transfers.

The distribution of transfers among colleges has changed little through the years. Pierce and Valley have been in first and second place. City and East occupy the next plateau, with City usually in the lead; in 1990-91, East pulled ahead in full-year transfers. Harbor has led West in both categories, and Southwest continues to exceeded Mission's totals.

Awards (Table 27) The total number of awards granted in 1990-91 was the lowest in the entire 13-year span covered by the table. This nadir occurred five years after a year that marked a low point in the number of students enrolled in all District colleges, and may have been the result of enrollment recession in the mid 80s. A recent study of a cohort receiving degrees in Spring 1989 revealed a median time of 4.25 years spent before the degree was obtained (see The Myth of the Two-year College, RPA September 1990).

The districtwide total of certificates awarded has been virtually the same for the past three years, while degree totals have declined. Pierce has awarded the most degrees since 1985, but few certificates, so it ranks well below Trade-Tech and East in total awards. In 1990-91 East's total was almost identical to Trade-Tech's, which has been the highest in the District since 1981. Mission leads Southwest in both degrees and certificates, while lagging behind in transfers. City suffered the most severe decline from 1989-90 of any college in both degrees and transfers, with a 30% drop in total awards.

Special Services

Disabled, EOPS, Financial Aid, Foreign Students (Table and Figure 28) All these special groups increased their numbers substantially in 1990. The greatest percentage surge was in clients of Disabled Students Programs and Services (DSPS). The increase was driven by passage of the federal

Americans with Disabilities Act, which requires equal access for the physically disabled in colleges receiving federal funds. Valley's program grew the most, by over 40%, and remains the largest DSPS program in the District. Southwest, with the smallest DSPS participation, served almost 200 disabled students in 1990-91, a 71% increase from the previous year.

City's EOPS program maintained its position as the only such program with consistently more than a thousand students; this year's increase brought the program's enrollment to its highest point ever. Trade-Tech served 13% more EOPS students in second place. Even Harbor's small program enrolled 30% more students in 1990-91. City and Mission were the only colleges whose EOPS populations were greater than the number receiving regular Financial Aid.

City's Financial Aid program is still the largest in the District, since it has the largest population of students disadvantaged enough to be eligible for both EOPS and/or regular Financial Aid. Trade-Tech edged out East for second place. Mission's program is by far the smallest, less than a third the size of Southwest and half the size of West; although it has many low-income students, most are adult workers, and fewer are eligible for financial aid.

East's fast-growing foreign population has outstripped even cosmopolitan City College, long the leader in foreign student enrollment. The substantial 20% districtwide increase in these tuition-payers was shared by all colleges.

Amnesty (Table 29) The highest Amnesty program enrollment occurred, as expected, during the first year of full implementation after the 1987 deadline for application. Enrollment overall has declined steadily since, and now stands at slightly more than half of the 1989-90 figure. Classes will be offered until all applicants have been processed and have completed course requirements. Enrollment is highest at Mission, City and Southwest, whose areas have large alien populations who cannot be fully served by facilities of the Los Angeles Unified School District. Increased enrollment occurred only at East in 1990-91, perhaps because some applicants delayed by late processing finally entered the program.

General Fund Income (Table and Figure 30) Measuring current income and expenditures in "real", constant 1979 dollars reveals the erosion of basic financial support for community colleges. In 1990-91, income from all sources rose by almost $12 million over the previous year, but was actually $8.6 million below last year's figure in constant 1979 dollars. By the same measure, this year's income was 18% below its level at the beginning of the decade, a difference of almost $33 million. The percentage of support from local taxes and fees increased as the state share declined, but the former has fallen back slightly in the past two years. Even during its percentage rise, local funding increased little in real terms, in spite of the imposition of the enrollment fee. The federal share of funding, which is almost all categorical, declined 58% during the first half of the decade; much of this loss can be traced to the end of the Metropolitan College program for overseas military personnel. In 1990-91 federal funding dropped by over a million dollars, after four years of increase. But it is still far below the 1979 level, even in inflated dollars.

General Fund Expenditures (Table and Figure 31) The percentage of instructional expenditure remained constant until 1989-90, but this may represent an actual increase, since department chair expenses have been fully assigned to administration since 1984-85. That year saw an increase in instructional expenditures due to a one-time disbursement of a state budget surplus, along with the introduction of program-based funding, which brought the percentage of instruction to over 50% of expenditures for the first time since 1985. Also in 1989-90 the State required that Department Chairs be reported as part of Instruction on the 311 Budget Report. In 1990-91, they reversed that decision, and the Chairs were again included under Instructional Administration, causing an apparent spending increase in that category.

Support Service percentages have hardly changed in recent years; only admissions has increased significantly since 1980. Spending per ADA in constant dollars has fluctuated, with increases corresponding to decreases in enrollment.

Basic Program Expenditures (Table 32) In 1990-91 total District expenditures fell by 4.2% in current dollars from 1989-90, in a year when the Los Angeles regional consumer price index rose by 7.2%. Personnel costs declined by only 3%; almost all this percentage difference was caused by an increase of 6% in employee benefits. Pierce and Valley suffered the greatest percentage declines in total expenditures, both well over 5%. These colleges cut hourly assignments, to boost regular teaching salaries to 40% and 39% of total expenditures respectively, the largest such shares in the District. At Southwest, the regular faculty percentage was the lowest in the District, while classified personnel costs made up 26% of basic expenditures, the largest such share of any college. At all colleges, support costs were cut at a larger rate than personnel. (See Table 31, AID 1989-90.)

Special Purpose Expenditures (Table 33) Expenditures in Cafeteria and Community Services decline sharply early in the decade, as enrollment decreased and Community Services was mandated to become self-supporting. Cafeteria expenses have come under critical scrutiny in recent years. In 1990-91 spending was cut back slightly, after the previous year's 23% increase, which was entirely in personnel costs. Community Services expenses continued their increase, but at a slower rate than the previous year. The same is true for Bookstores and Child Development Centers, whose costs have been driven up with enrollment recovery. On the other hand, International Education and Instructional Television both cut their costs in 1990-91, the former by 15%. Both these programs benefited during the previous year from a one-time disbursement of budget surplus funds for instructional programs. But their current costs are below even those of 1988-89.

Special Service Expenditures (Table 34) Financial Aid expenses have followed trends in enrollment, with a high point in 1980-81, followed by a 27% decline to 1985-86, and a subsequent recovery. This year marks an overall stabilization in disbursements after last year's districtwide 14% increase. City, East and Trade-Tech, with large proportions of younger, full-time, minority students, have always been the biggest disbursers of financial aid; in 1990-91, City's program rose to over $3 million, its highest ever. East and Trade-Tech fell back, although the latter college still dispensed almost $2 million after discounting administrative costs. Southwest's program dropped slightly after last year's surge to over $1 million; despite its small enrollment, it has a large number of eligible students. Mission and West have the smallest programs, with greater shares of older, working part-timers, thus showing the lowest costs.

EOPS expenditures have not kept pace with enrollment changes; their overall trend has been downward in real terms since the beginning of the 1980s. In 1990-91 programs declined at all colleges, for a 19% districtwide loss. This is the lowest total even in inflated dollars in over a decade, and reflects severe cutbacks at the State level. The decline in funding was matched by an almost identical 20% increase in students served, both districtwide and at all colleges (See Table 28). At Pierce 14% more EOPS students were served with a 32% decline in expenditures, while at City 32% more clients were accommodated with 12% less costs.

The long-term increase in Special Project Grants funds leveled off in 1990-91, with a slight overall decline after last year's 24% gain. This year's tallies include Title III grants to City, West and Southwest. Grants from private sector sources are fewer and smaller.

Vocational Funding (Table 35) State vocational programs were scaled back in the mid-80s, contributing to an overall decline in employment training support, which has fluctuated wildly in the past six years. Funding in 1990-91 is 26% over last year, but little more than half of the 1984-85 total. Southwest's large grant, from the Employment Training Panel for Office Automation, accounted for almost all of this year's direct grants to colleges.

Trends in District-allocated VEA funds have followed trends in overall enrollment, as yearly awards declined in the early 80s, and have recovered slightly since 1984-85. District totals have varied less than 10% in the last six years, but are far below levels at the beginning of the decade in constant dollars.

Personnel Distribution (Tables 36.1 and 36.2) There are obvious discrepancies between the benchmarks and the service area population (SAP) percentages listed in Table 36.2, which represent the estimated ethnic breakdown of each college service area and the District as a whole. The largest

Hispanic employment goal, the 18% allocated for Secretarial/Clerical, Technical/Pararprofessional, Skilled Crafts and Service/Maintenance, is little more than half of the actual 34% Hispanic percentage of District area college-age residents. The Hispanic share of District personnel is 13%, little more than a third of the area percentage. Hispanic employees are below even the benchmarks in Professional/Non-Faculty, Technical/Paraprofessional and Service/Maintenance. At all colleges, their rates of employment are well below their SAP percentages. Asians and blacks exceed their benchmarks in all categories except skilled crafts, and both are employed at higher rates overall than their districtwide population percentage. The employment rates for blacks are lower than their SAP percentages at Southwest, Trade-Tech and West, whose service areas all have high populations of blacks. But their proportion of the population has probably dropped since 1980. Asians are employed at rates slightly below their SAP shares at City, Harbor, Valley and West. Those in the Other category, which consists mainly of American Indians and Alaska Natives, are employed at less than half their area rate. They are below benchmarks in faculty, technical/paraprofessional and service/maintenance, and are totally absent from professional/non-faculty.

Females have not attained their benchmark goals in administration, hourly faculty and service/maintenance, and are absent from skilled crafts. Their percentage of employment in all categories has increased at a slower rate than minorities.

In 1990 District employment fell 3.5%, by 222 persons overall; decreases occurred in all categories except Administration, Professional/non-faculty and Technical/paraprofessional, each with increases of ten individuals or fewer. Employment increased slightly at East, Harbor, and Southwest, while declining at all other locations. The biggest drop occurred at City, where a 9% reduction represented 88 individuals. The total number of District employees is still above its 1987 level, although there are significantly fewer full-time faculty, administrators, and maintenance personnel than were employed five years ago.

TABLES AND FIGURES

Community Characteristics

and

Attendance Patterns

- Over the past decade the college-relevant population of the Los Angeles Community College District Area has grown older. The population of 18-24 year-olds, the traditional source of college students, has dropped 26% since 1980, while those between 25 and 54 over have increased by 19%. The 35-54 group has grown by nearly a third since the beginning of the eighties.

- Hispanics are more than a third of District Area college-age residents, while whites are a plurality of 43%. Asians and blacks are 8% and 14% respectively.

- East has the highest area population of 18-24 year-olds. But people in this traditionally college-age category attend Pierce and Valley at higher rates and in greater numbers.

- Students cross neighborhood boundaries to attend the college of their choice. More Trade-Tech area students attend City than their neighborhood college, while Trade-Tech draws many students from the City, East, Southwest and West service areas. Many Mission area students attend Pierce and Valley.

- Thirteen percent of LACCD students come from outside the District, the highest percentage ever. Trade-Tech attracts a fifth of its students from neighboring districts.

DISTRICT SERVICE AREA POPULATION

The combined service areas of the Los Angeles Community College District encompass the City of Los Angeles, and also contain the cities wholly or partially enclosed by Los Angeles: Beverly Hills, Culver City, San Fernando, Lomita, Gardena and Burbank. The District also includes some of the cities bordering Los Angeles on the south and east, including Alhambra, Montebello, Huntington Park, Commerce, Bell Gardens, South Gate, Carson, Gardena and others. The overall service area is divided into sections adjacent to each of the nine colleges; these areas are more precisely identified in Table 2.3, which presents more detailed information by zipcode groupings.

The college-relevant population is determined to include only those between 18 and 54, although there are always some older and younger persons attending college classes. The relevant group is broken out by age and ethnicity, for comparison with District students, and to determine participation rates.

Since 1990 census figures are not yet available at tract level, population changes in both age groups and ethnic categories have been projected through a computer model developed by the Office of Research and Planning. The model uses four sources of information: population by age and ethnicity as enumerated by the 1980 census at the zipcode level; age-cohort survival tables prepared by the State Department of Finance at the county level; projections of population at the zipcode level made by the Southern California Association of Governments from their own economic modeling; and annual estimates of total population made by the Los Angeles County Department of Regional Planning, at a community level that is usually an aggregation of four or five zipcodes.

TABLE 1
POPULATION CHARACTERISTICS BY COLLEGE SERVICE AREA
1980, 1985, 1990

College Service Areas		Total Population	College-Relevant Population				Ethnicity Percentages of College-Relevant Population			
			18 - 19	20 - 24	25 - 34	35 - 54	Asian	Black	Hispanic	White
City	1980	562,671	15,864	56,120	121,892	130,505	13.1	5.2	32.6	46.8
	1985	603,467	12,228	43,804	131,501	147,367	13.4	5.1	34.2	45.0
	1990	651,071	12,431	37,574	125,971	176,722	13.7	5.0	35.4	43.5
East	1980	782,531	29,159	80,151	130,265	153,567	8.1	1.0	68.5	21.6
	1985	858,129	25,504	70,164	141,932	174,535	8.1	1.0	69.6	20.5
	1990	879,032	24,682	59,040	127,490	197,115	8.2	0.9	70.5	19.6
Harbor	1980	338,633	12,702	28,992	51,772	84,998	9.8	11.9	24.7	52.6
	1985	358,923	11,482	27,441	55,393	95,155	9.9	12.4	25.1	51.6
	1990	383,385	10,488	24,284	52,851	112,703	9.9	12.8	25.9	50.4
Mission	1980	311,903	12,218	30,080	52,715	74,055	4.1	6.0	30.5	58.6
	1985	324,006	10,137	26,451	54,766	79,451	4.1	6.3	32.2	56.5
	1990	357,012	9,893	23,651	53,752	97,464	4.1	6.5	33.3	55.3
Pierce	1980	377,983	14,865	38,655	64,639	101,092	4.1	1.5	9.7	83.7
	1985	383,773	11,630	33,072	67,563	109,841	4.2	1.6	10.0	83.4
	1990	431,424	11,032	29,340	68,180	139,331	4.3	1.6	10.3	83.0
Southwest	1980	363,895	14,946	35,314	55,679	74,597	6.1	64.6	20.0	8.7
	1985	379,787	13,054	31,790	58,137	81,053	6.0	65.0	20.5	8.0
	1990	397,450	12,002	27,663	53,635	93,907	5.9	65.0	20.9	7.6
Trade-Tech	1980	445,894	18,959	53,449	83,386	89,078	8.5	36.0	45.2	9.3
	1985	509,778	14,718	46,501	95,869	107,155	8.4	34.8	47.2	8.5
	1990	544,396	14,627	38,641	90,472	127,328	8.2	33.8	49.2	7.7
Valley	1980	445,291	13,200	44,669	86,535	106,011	4.0	2.0	18.5	74.3
	1985	460,369	10,044	34,603	90,134	114,699	4.2	2.1	19.5	73.1
	1990	513,460	9,947	30,623	89,612	142,623	4.3	2.1	20.4	71.9
West	1980	565,194	19,985	58,353	113,366	139,747	6.5	20.6	13.0	58.5
	1985	573,067	14,349	45,770	117,065	149,996	6.5	21.0	13.9	57.3
	1990	611,761	13,521	38,709	112,717	179,714	6.5	20.9	14.8	56.3
District	1980	4,193,995	151,898	425,783	760,249	953,650	7.5	14.5	31.8	45.0
	1985	4,451,299	123,146	359,596	812,360	1,059,252	7.6	14.6	33.2	43.4
	1990	4,768,991	118,623	309,525	774,680	1,266,907	7.6	14.3	33.6	43.2

Source: 1980 data are from Southern California Association of Governments, Census Data Center, census data as of 4/1/80. 1990 estimates of the total population are by the Los Angeles County Department of Regional Planning, and for the basis of projections by the Office of Research and Planning. Age and ethnicity estimates for 1990 are from models developed by the RAP Office.

BEST COPY AVAILABLE

COLLEGE SERVICE AREA ENROLLMENT AND PARTICIPATION

A college's service area consists of those zipcode areas located closer to the designated college than to neighboring colleges. Service areas as defined do not overlap, but students may cross service area boundaries to attend the college of their choice.

Table 2.1 shows each college's percentage share of enrollment from each college service area. The cells where the colleges and their own service areas cross make up a diagonal line of high percentages. But the biggest share of students from Trade-Tech's service area is in City College's column.

The Out of District section shows the percentages of students residing outside of the District service area. Information about outflow to other community college districts has been difficult to obtain, and impossible to generate on a yearly basis. Improvement in statewide data systems may make future inclusion of these numbers possible in the near future. Meanwhile, more generalized data about interdistrict movement has been collected and analyzed in *Interdistrict Student Flow: Los Angeles and Neighboring Community College Districts*, a Research and Planning report available on request.

Table 2.2, which is derived from some of the same sources as Table 1, shows the percentage of each college's service area residents between 18 and 54 years of age that attend any District college. They do not include residents who attend colleges in other districts, whose numbers by area and college are not available. Inclusion of these "outflow" students would show higher participation rates overall, and substantially greater rates in some areas.

TABLE 2.1
SERVICE AREA ENROLLMENT AND PERCENTAGE DISTRIBUTION BY COLLEGE
FALL 1980, 1985, 1990

College Service Areas		Percentage Enrollment by College										
		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	Number
City	1980	67.7	5.6	0.1	0.1	1.8	0.4	12.1	9.5	2.8	11.3	14,928
	1985	67.4	4.6	0.2	0.2	1.5	0.3	15.7	7.7	2.3	11.6	10,647
	1990	70.5	4.1	0.1	0.6	1.4	0.4	12.6	7.3	3.1	11.4	12,592
East	1980	5.4	80.9	0.2	0.0	0.2	0.2	12.4	0.3	0.5	12.6	16,693
	1985	6.2	76.4	0.3	0.0	0.2	0.2	16.0	0.3	0.3	13.4	12,300
	1990	5.3	78.8	1.6	0.3	0.1	0.5	12.5	0.5	0.4	13.2	14,592
Harbor	1980	0.4	0.4	94.7	0.0	0.1	0.8	2.2	0.1	1.3	7.9	10,435
	1985	0.4	0.4	94.0	0.0	0.1	0.9	2.7	0.1	1.4	7.6	6,946
	1990	0.5	0.3	94.9	0.0	0.1	1.1	2.2	0.1	0.9	6.5	7,192
Mission	1980	1.1	0.5	0.0	27.4	24.0	0.0	2.0	44.5	0.5	7.5	9,949
	1985	0.9	0.5	0.0	30.3	24.5	0.0	1.6	41.6	0.5	8.3	7,596
	1990	1.4	0.3	0.0	40.2	20.5	0.0	1.6	35.6	0.3	8.4	9,340
Pierce	1980	0.4	0.3	0.0	1.0	88.8	0.0	0.6	8.3	0.5	14.1	18,620
	1985	0.5	0.3	0.0	3.2	85.6	0.0	0.7	9.1	0.6	14.5	13,292
	1990	0.5	0.1	0.0	4.1	84.4	0.0	0.7	9.8	0.4	13.4	14,836
Southwest	1980	11.4	3.5	8.4	0.0	0.4	45.2	24.8	0.6	5.7	8.1	10,734
	1985	10.4	4.6	8.4	0.0	0.6	41.0	25.3	0.9	8.7	5.3	4,892
	1990	7.6	4.3	5.0	0.4	0.3	53.9	20.5	0.4	7.6	5.9	6,489
Trade-Tech	1980	41.6	3.9	0.3	0.0	0.6	5.9	35.3	1.3	11.1	9.4	12,437
	1985	42.3	3.8	0.5	0.1	0.7	4.2	36.9	1.4	10.0	8.8	8,093
	1990	38.0	4.0	0.3	0.4	0.7	5.8	36.8	1.1	13.1	8.7	9,654
Valley	1980	1.5	0.5	0.0	1.2	15.1	0.0	1.8	79.3	0.6	12.9	17,140
	1985	1.9	0.4	0.0	2.9	16.1	0.0	1.7	76.4	0.5	14.2	13,077
	1990	2.9	0.3	0.0	4.2	15.2	0.0	1.9	74.8	0.5	13.0	14,381
West	1980	11.9	1.3	0.5	0.0	2.6	4.2	15.2	3.9	60.5	9.6	12,738
	1985	12.5	1.7	0.7	0.2	2.5	3.7	19.0	3.0	56.8	6.6	6,042
	1990	8.5	0.9	0.4	0.4	1.9	4.3	15.0	2.8	65.8	6.9	7,662
All District Resident Students	1980	15.7	12.6	8.8	2.5	18.0	5.1	11.1	17.6	8.5	93.4	123,674
	1985	15.7	12.9	8.5	3.8	19.0	3.2	11.6	18.8	6.3	90.3	82,885
	1990	15.6	13.3	7.7	5.3	17.6	4.8	10.5	17.5	7.7	87.4	96,738
Out of District Students	1980	9.4	13.1	10.4	1.0	10.0	8.4	25.5	8.7	13.5	6.6	8,801
	1985	7.9	11.6	7.7	3.1	18.2	4.2	26.2	8.1	13.6	9.7	8,894
	1990	8.0	13.3	10.4	4.3	10.5	10.5	19.8	7.5	15.8	12.6	13,952
Total Students	1980	15.3	12.6	8.9	2.5	17.5	5.3	12.0	17.1	8.8	100.0	132,475
	1985	15.0	12.8	8.5	3.7	19.0	3.3	13.0	17.7	7.0	100.0	91,779
	1990	14.7	13.3	8.0	5.2	16.7	5.5	11.6	16.2	8.7	100.0	110,690

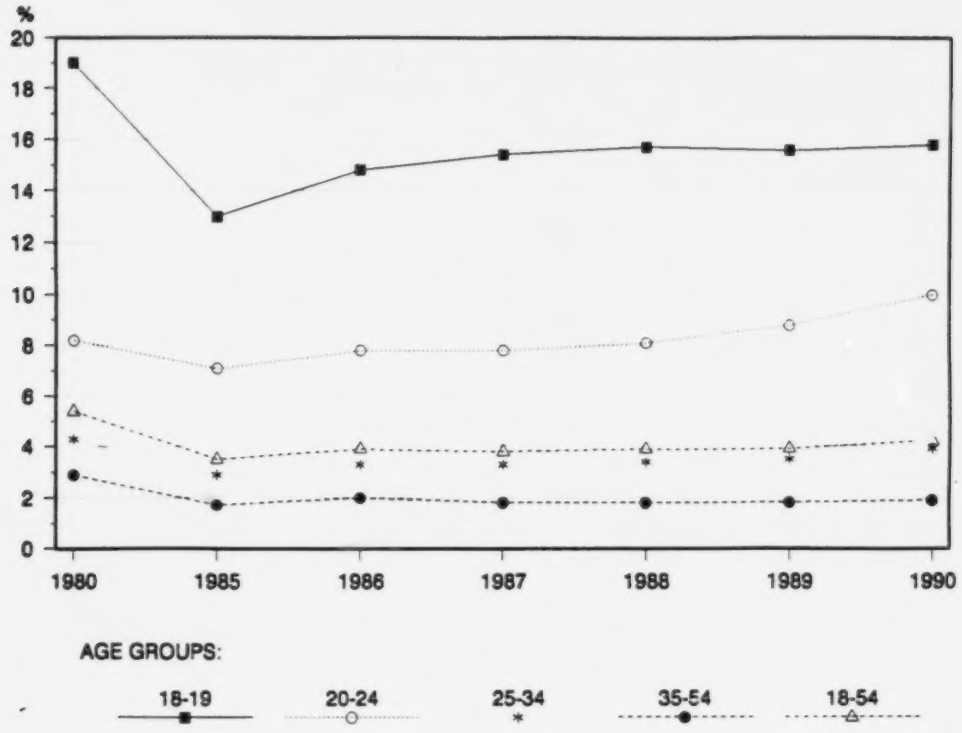
Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985-1990.

TABLE 2.2
AGE-SPECIFIC PARTICIPATION RATES BY COLLEGE SERVICE AREA, FALL 1980 – FALL 1990

College Service Area		Participation Rates				
		18-19	20-24	25-34	35-54	18-54
City	1980	14.2	7.7	4.2	2.5	4.6
	1985	11.2	7.3	2.8	1.7	3.2
	1990	11.4	9.4	3.4	1.9	3.6
East	1980	14.7	6.9	3.3	1.6	4.2
	1985	10.6	6.3	2.3	1.1	3.0
	1990	12.8	8.6	3.1	1.2	3.6
Harbor	1980	22.8	9.1	4.1	3.2	5.8
	1985	12.9	6.9	2.9	1.8	3.5
	1990	13.5	8.6	3.4	1.7	3.6
Mission	1980	20.9	8.9	4.5	3.2	5.9
	1985	15.4	8.3	3.6	2.3	4.4
	1990	20.3	11.0	4.3	2.1	4.9
Pierce	1980	36.0	14.0	5.6	4.2	8.5
	1985	28.2	13.9	4.8	2.5	6.2
	1990	31.9	16.3	5.3	2.1	6.0
Southwest	1980	20.1	8.9	4.7	2.6	5.9
	1985	8.3	4.5	2.3	1.3	2.7
	1990	8.9	7.1	3.6	1.6	3.5
Trade-Tech	1980	13.2	7.0	4.6	2.7	5.1
	1985	9.3	5.3	2.7	1.6	3.1
	1990	12.5	8.1	3.5	1.8	3.9
Valley	1980	26.9	10.2	5.4	4.1	6.8
	1985	22.6	10.7	4.2	2.9	5.2
	1990	25.8	13.8	4.8	2.4	5.3
West	1980	12.2	5.3	3.3	2.5	3.8
	1985	6.5	3.2	1.7	1.2	1.9
	1990	7.2	5.1	2.2	1.3	3.1
District	1980	19.0	8.2	4.3	2.9	5.4
	1985	13.0	7.1	2.9	1.7	3.5
	1990	15.8	10.0	3.9	1.9	4.2

Source: 1980 data, Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80. 1990 Estimates are by the Los Angeles County Department of Regional Planning. Age and ethnicity estimates for 1990 are from models developed by the Office of Research and Planning.

FIGURE 2: DISTRICTWIDE AGE-SPECIFIC PARTICIPATION RATES, FALL 1980 - FALL 1990



ENROLLMENT BY ZIPCODE-DEFINED SUBAREA AND COLLEGE

Table 2.3 shows the geographic origins of District area students in greater detail. It is evident that many students do not attend the colleges closest to their homes. More students from Trade Tech's immediate neighborhood attend City than Trade Tech, but the latter college draws substantial enrollment from the City, West, Southwest and East service areas. Valley continues to draw more students from Pacoima, Mission Hills and Sunland than nearby Mission, and more than a fifth of Van Nuys students attend Pierce rather than Valley. Harbor shares the smallest proportion of its area students with other District colleges, while attracting almost as many students from Gardena as Southwest. Many other details of student distribution may be found in this table. But numbers of area students attending colleges outside the District are not available at the zipcode level.

TABLE 2.3
ENROLLMENT BY ZIPCODE-DEFINED SUBAREA AND COLLEGE
FALL 1990

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
CITY:										
La Brea 90004,20,36,38 90048	3,040	36	2	12	46	20	416	199	209	3,980
Hollywood 90027,28,46,68 90069	2,516	33	2	14	79	10	225	534	129	3,542
Echo Park 90012,26,29	2,674	184	2	14	24	11	513	102	22	3,546
Eagle Rock 90039,41,42,65	647	263	1	37	27	11	427	85	26	1,544
EAST:										
Alhambra 91775,76 91801,03	119	1,515	3	5	4	5	231	13	6	1,901
Bell 90201,55,70,80	165	1,793	218	21	4	68	568	13	23	2,873
Boyle Heights 90022,23,31,32 90033,40,63	392	5,101	7	11	4	2	718	35	15	6,285
Monterey Park 90640,91754,70	101	3,089	0	1	7	0	304	10	21	3,533
HARBOR:										
Carson/Torrance/ Wilmington 90501,02 90744-46 90810	20	14	2,770	1	2	67	95	0	34	3,003
Harbor City/ San Pedro 90710,17,31,32	8	4	3,066	0	2	6	53	0	20	3,159
Palos Verdes 90274	6	1	990	0	2	3	8	7	13	1,030

Continued on Next Page

TABLE 2.3 (CONTINUED)

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
MISSION:										
Pacoima 91331,52	56	9	0	1,027	247	1	60	1,520	10	2,930
Mission Hills 91343,45	24	3	0	436	595	0	18	590	7	1,673
San Fernando 91340,42,44	37	7	0	2,209	1,031	0	49	969	9	4,311
Sunland 91040,42	16	5	0	85	44	0	27	248	1	426
PIERCE:										
Woodland Hills 90290.91302 91364,67	10	2	2	54	2,933	0	28	181	19	3,229
Canoga Park 91303,04,06,07 91311	28	10	1	173	4,946	1	35	336	6	5,536
Reseda 91316,24,25,26 91335,56	34	8	1	377	4,643	2	40	936	30	6,071
SOUTHWEST:										
Gardena 90247,48,49	15	5	175	2	0	277	89	7	64	634
Broadway 90003,61	130	32	30	2	4	697	327	4	65	1,291
Florence 90001,02,59	121	204	41	8	3	673	381	6	53	1,490
Normandie 90044,45,46,47	225	37	81	13	10	1,853	533	11	311	3,074
TRADE-TECH:										
Pico-Western 90005,06,19,57	2,133	103	7	11	35	48	905	61	571	3,874
Exposition 90007,11,18,37 90058,62	1,241	230	16	23	25	506	2,405	41	682	5,169
Westlake 90013,14,15,17 90051,71	291	49	2	1	4	3	238	8	15	611

Continued on Next Page

TABLE 2.3 (CONTINUED)

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
VALLEY:										
Burbank 91501,02,04,05 91506	90	8	1	74	121	0	74	1,305	4	1,677
Van Nuys 91401,02,03,04 91405,06,11,23 91436	125	22	1	371	1,684	6	116	4,914	53	7,292
N. Hollywood 91601,02,03,04 91605,06,07	208	15	1	159	378	1	90	4,544	16	5,412
WEST:										
Beverly Hills 90210,11,12	24	2	1	1	14	2	15	66	60	185
Palisades 90024,49,72	31	4	1	2	44	4	19	54	156	315
West L.A. 90025,34,35,64 90067	156	15	5	3	44	20	210	44	1,242	1,739
Windsor Hills 90008,16,43	365	38	11	19	9	272	737	27	1,773	3,251
Culver City 90045,66 90230,91	77	10	15	8	36	29	166	21	1,810	2,172

Source: Student Data Tape 551, Data Processing Branch, Educational Services Division, Fall 1990.

Student and

Enrollment Characteristics

- The LACCD educates 9% of California's community college students, and represents 2.5% of national enrollment in "two-year" colleges. The District suffered a severe enrollment decline in the mid-1980s. It has since begun to recover, but all colleges except Mission are below their 1980 enrollment levels.

- Women have been a majority of District students since the late 1970s. Only at Trade-Tech are they a minority.

- Asians and Hispanic students have increased in numbers and percentages over the last decade. The percentage of black students has begun to increase after declining during the 1980s. Whites have declined steadily since 1975.

- The student body has aged since the 70s, as the baby boomers grow older. The percentage of students under 20 has declined as older groups have increased. The older students tend to take fewer classes and attend more in the evening.

- Trade-Tech and Southwest have the greatest portion of full-time day students, while Mission has a plurality of part-time students taking evening classes.

- The percentages of students with transfer and vocational goals is virtually the same – 33%. More than a fifth of all students state that they have not decided on a specific educational goal.

ENROLLMENT BY COLLEGE, DISTRICT AND STATE

Tables 3.1 through 3.4 show the full span of District enrollment from the early sixties, and for the State since 1972. National credit enrollment figures were obtained from the federal Department of Education's National Center of Educational Statistics, and are included for the first time; numbers for years later than 1988 are not yet available. Blank spaces for Mission, Southwest and West indicate the years before these colleges were established.

Non-credit course enrollment is tallied from 1986, when it grew to significant levels at several colleges. These numbers represent ADA-generating enrollment, and do not include recreational/avocational classes offered through community services; these data are not currently available at the national level. The first census non-credit numbers listed here must be considered substantially lower than actual enrollment, since classes are often modular, not full or not even begun by first census, and reporting by colleges to the District data base has frequently been delayed. But the full actual non-credit enrollment has been included for ADA when applicable.

TABLE 3.1
UNDUPLICATED FIRST CENSUS CREDIT ENROLLMENT BY COLLEGE
FALL 1964 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	—	9,420	—	14,944	13,723	—	68,030
1965	16,922	9,804	5,853	—	11,139	—	15,447	15,000	—	74,165
1966	18,023	12,359	6,363	—	12,207	—	14,545	15,983	—	79,480
1967	18,137	13,136	6,712	—	12,636	1,044	14,233	16,258	—	82,156
1968	18,745	13,043	7,493	—	14,128	2,537	14,224	18,042	—	88,212
1969	17,463	13,014	7,852	—	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	—	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	—	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	—	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	—	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	108,228
1990	16,326	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1964 through 1982, and Computer Report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1990. Enrollments do not include ITV.

TABLE 3.2
UNDUPLICATED FIRST CENSUS NON-CREDIT ENROLLMENT BY COLLEGE
FALL 1986 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1986	419	—	422	—	120	—	94	—	—	1,055
1987	493	344	126	—	13	8	133	—	—	1,117
1988	974	384	398	7	—	857	485	—	—	3,105
1989	1,611	283	276	544	71	808	727	76	74	4,470
1990	202	178	90	521	—	448	648	41	38	2,166

Source: Census Class Enrollment Report D3900, Office of Attendance Accounting, Educational Services Division, 1986 through 1990.

12
BEST COPY AVAILABLE

TABLE 3.3
DISTRICT, STATE AND NATIONAL CREDIT ENROLLMENT
FALL 1972 – FALL 1990

	Los Angeles Community Colleges		California Community Colleges		U.S. Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1972	101,515		921,944		2,640,939	
1973	107,416	5.8	1,009,306	9.5	2,889,621	9.4
1974	123,662	15.1	1,136,478	12.6	3,285,482	13.7
1975	134,472	8.7	1,101,548	13.1	3,836,366	16.8
1976	123,154	-8.4	1,075,462	-2.3	3,751,786	-2.2
1977	127,757	3.7	1,115,874	5.3	3,901,769	4.0
1978	122,725	-3.9	1,046,128	-12.3	3,873,690	-0.7
1979	129,190	5.3	1,095,932	7.6	4,056,810	4.7
1980	132,475	2.5	1,124,522	10.9	4,328,782	6.7
1981	137,533	3.8	1,211,845	3.4	4,480,708	3.5
1982	134,737	-2.0	1,164,195	-5.5	4,519,653	0.9
1983	118,538	-12.0	1,049,276	-7.7	4,459,330	-1.3
1984	101,300	-14.5	949,784	-6.0	4,279,097	-4.0
1985	91,779	-9.4	975,233	0.1	4,269,733	-0.2
1986	102,533	11.7	1,050,132	7.7	4,414,129	3.4
1987	102,209	-0.3	1,087,678	3.6	4,541,054	2.9
1988	105,000	2.7	1,130,505	3.9	4,612,388	1.6
1989	108,228	3.1	1,195,390	5.7		
1990	110,690	2.3	1,205,565	0.9		

Sources: TOTAL AND FULL-TIME ENROLLMENT, California Institutions of Higher Education, Fall 1983 through Fall 1987, Department of Finance, Sacramento, California; California Postsecondary Education Comission Data Abstracts, Fall 1988; STUDENT PROFILE, California Postsecondary Education Commission, 1989-1990; DIGEST OF EDUCATIONAL STATISTICS, National Center for Educational Statistics, U.S. Department of Education, 1989-1991.

TABLE 3.4
DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 – FALL 1990

	Los Angeles Community College District		California Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1986	1,055		172,931	
1987	1,117	5.9	173,681	0.4
1988	3,105	178.0	203,524	17.2
1989	4,470	44.0	212,304	4.3
1990	3,019	-32.5	188,998	-11.0

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1986 through Fall 1988, Department of Finance, Sacramento, California; STUDENT PROFILE, California Postsecondary Education Commission, 1989-1990; Data Processing Report D3900, 1986-1990, Los Angeles Community College District.

FIGURE 3.1: DISTRICT UNDUPLICATED CREDIT ENROLLMENT, FALL 1972 - FALL 1990

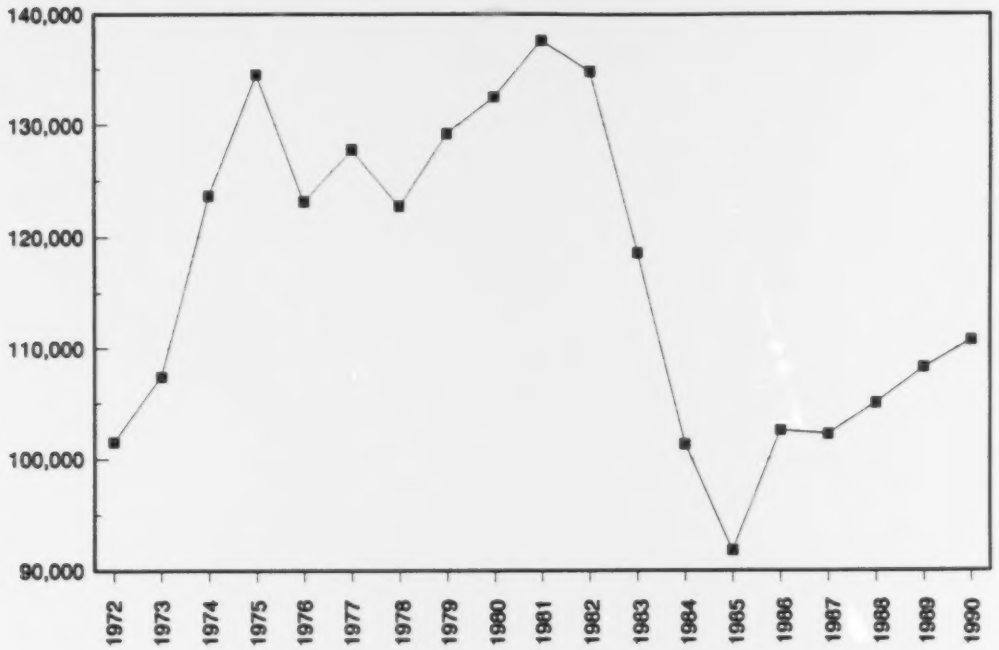


FIGURE 3.2: UNDUPLICATED CREDIT ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES FALL 1972 - FALL 1990

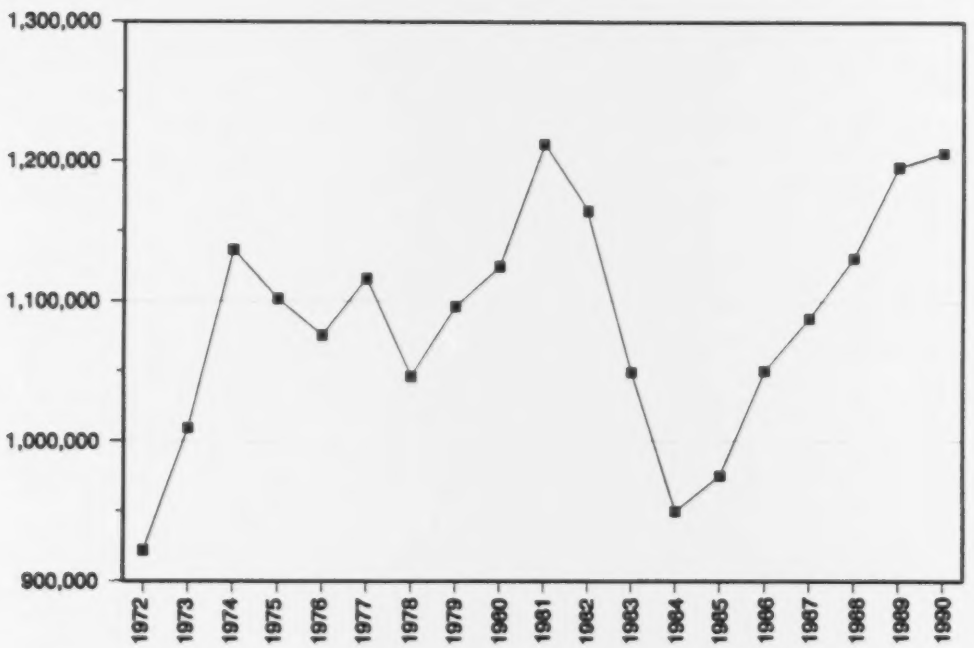


FIGURE 3.3: NATIONAL UNDUPLICATED COMMUNITY COLLEGE CREDIT ENROLLMENT, FALL 1972 - FALL 1988

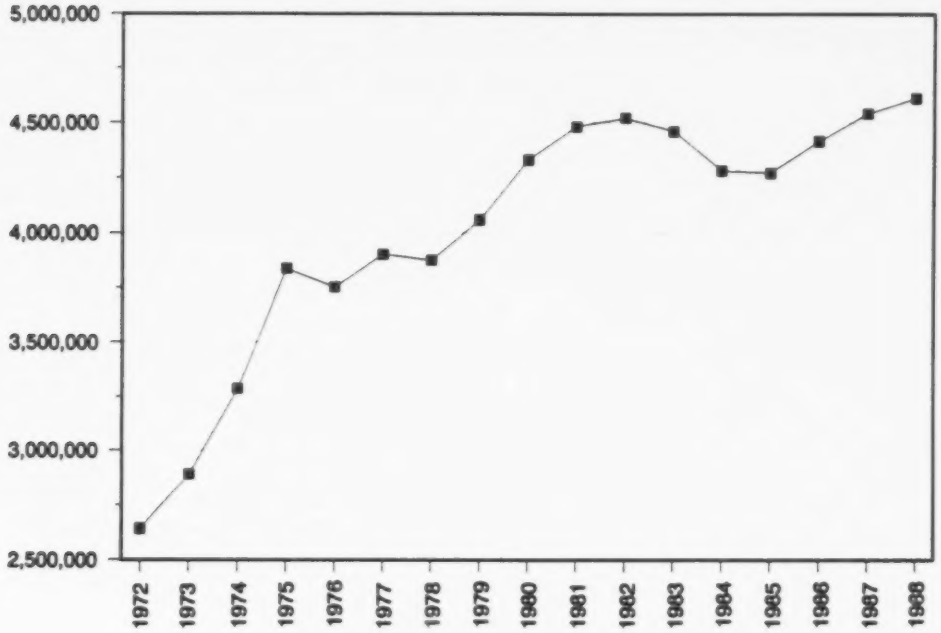
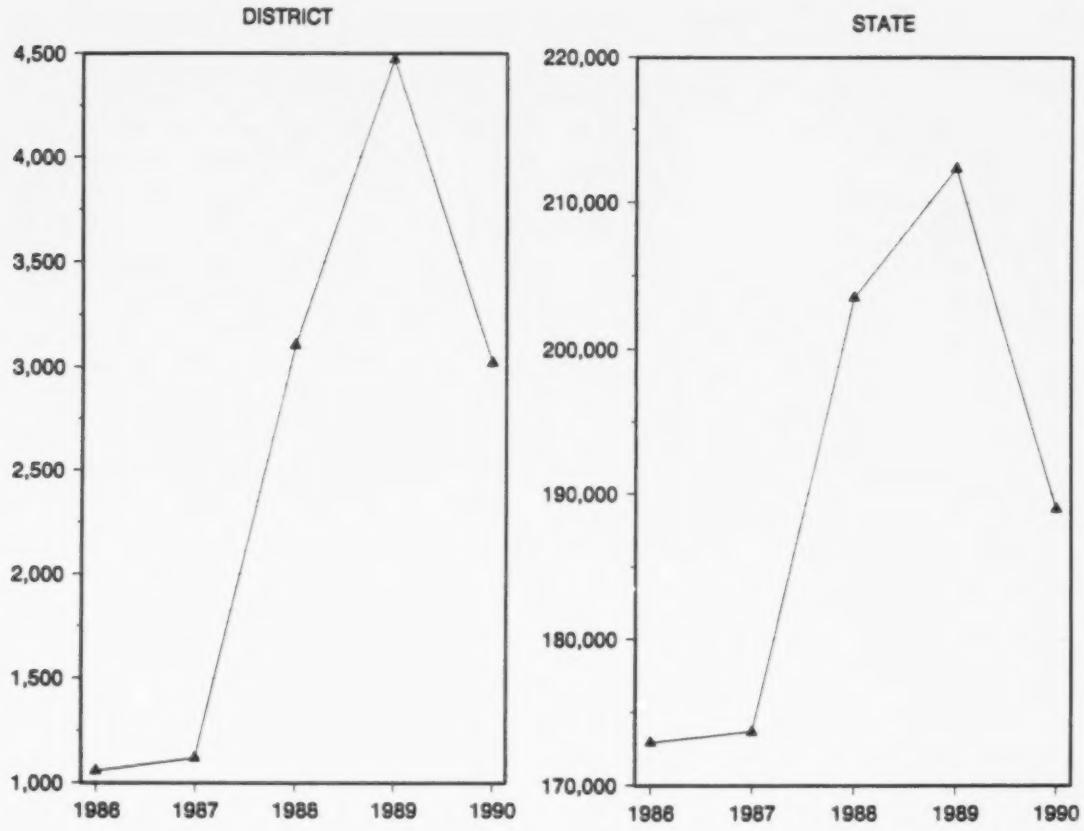


FIGURE 3.4: DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1990



AVERAGE DAILY ATTENDANCE (ADA)

This important measure is the basis for state reimbursement funding. It is obtained by formulas that vary according to the different ways in which class participation is measured; i.e. weekly student contact hours (WSCH), positive attendance, daily student contact hours, or independent study.

For example: the ADA for WSCH-measured classes, which "cross" both censuses, may obtained by averaging first and second census enrollment for both semesters; multiplying this average by a discount factor of .911, which represents a hypothetical percentage of enrolled students actually attending classes; multiplying this figure by 35, which represents the number of weeks for both semesters; and dividing the result by 525, which would be the attendance hours per year of a student attending classes fifteen hours a week. Other types of classes use different formulas up to the final step, but 525 is the standard yearly load divisor equalling one ADA.

The positive attendance formula is used to calculate ADA for classes that do not meet at regular hours or that operate on an open-entry exit basis. By law, all non-credit classes must be counted as positive attendance. Under the formula, the actual attendance of each student for each hour is counted, and divided by 525 to obtain the ADA figure.

Summer school classes are counted under the daily census procedure, which is similar to first census. The enrollment for each of two days, which are respectively 20% and 60% of the way through the semester, is averaged, then multiplied by the number of days the class is in session. The product is then multiplied by .911 and divided by 525.

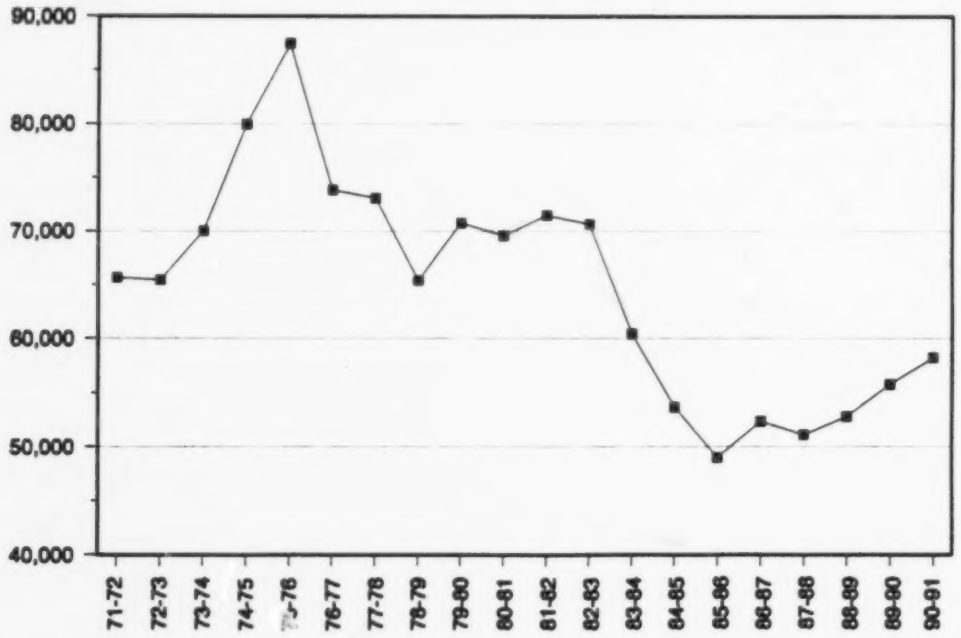
Beginning in Fall 1991, a revised program-based set of formulas will be used to calculate attendance for reimbursement; the results will be expressed in terms of student full-time equivalents (FTEs). Four categories of funding additional to instruction will also be included: instructional support such as libraries; student services; maintenance and operations; and administrative overhead. Factors other than class enrollment to be measured will include size of library collections, square footage of facilities, number of employees, and head count enrollment, among others. By itself, the new format is not expected to increase funding significantly, although it will give colleges a longer interval between enrollment declines and decreasing revenue.

TABLE 4
AVERAGE DAILY ATTENDANCE (ADA) BY ACADEMIC YEAR, 1969/70 – 1990/91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1969/70	13,173	7,924	5,896	—	9,958	1,784	11,428	10,785	2,307	63,255
1970/71	12,673	8,078	6,097	—	10,290	2,092	11,070	10,894	2,626	63,844
1971/72	12,646	8,211	6,326	—	10,915	2,535	11,550	10,507	2,963	65,998
1972/73	12,423	8,676	6,185	—	10,934	2,449	11,649	10,197	2,920	65,960
1973/74	12,653	9,711	6,535	—	11,200	2,667	12,632	11,160	3,390	70,253
1974/75	14,129	10,888	7,261	238	13,247	3,183	14,025	12,935	4,035	80,437
1975/76	15,805	11,820	7,987	1,152	14,097	3,828	14,436	14,258	4,027	87,771
1976/77	12,447	9,732	6,716	1,065	12,279	3,428	12,636	11,771	3,716	74,285
1977/78	11,992	8,911	6,741	1,304	12,250	3,758	12,047	11,367	4,668	73,576
1978/79	10,610	8,026	6,140	1,053	10,887	3,400	10,372	10,360	4,524	65,709
1979/80	11,020	8,892	6,671	1,069	12,058	4,212	10,725	10,850	5,234	71,136
1980/81	11,178	8,837	6,350	1,127	11,490	3,755	11,110	10,368	5,338	69,929
1981/82	11,437	9,186	6,616	1,391	12,230	4,002	11,140	10,320	5,100	71,905
1982/83	11,282	9,461	6,472	1,528	11,727	3,647	11,194	10,390	4,906	70,910
1983/84	9,542	7,993	5,197	1,341	10,318	2,963	9,959	8,954	4,109	60,781
1984/85	8,892	6,826	4,561	1,157	9,550	2,245	9,004	7,943	3,446	54,105
1985/86	7,735	6,298	4,343	1,359	8,839	1,698	8,278	7,415	3,020	48,924
1986/87	7,897	6,614	4,661	1,895	9,278	2,126	8,246	7,943	3,654	52,514
1987/88	7,464	6,446	4,586	1,932	9,041	2,210	7,804	8,019	3,613	51,273
1988/89	7,747	6,810	4,532	2,115	9,110	2,514	8,020	8,153	3,766	52,972
1989/90	8,514	7,386	4,635	2,426	9,402	2,836	7,973	8,505	4,065	55,742
1990/91	8,860	7,553	4,763	2,983	9,382	3,599	8,110	8,769	4,212	58,231

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1977 through 1982, and ADA report CCAF320, Office of Attendance Accounting, Educational Services Division, 1983 through 1991. ITV's ADA, which was 484 in 1981/82 and 265 in 1990/91, was included in the District total until 1989-90, when it was assigned to City College.

FIGURE 4: DISTRICT AVERAGE DAILY ATTENDANCE, 1971-72 - 1990-91



48

ENROLLMENT BY GENDER

Figure 5 shows that after 1976, the proportions of males and females in the District as a whole reversed themselves, as females became the majority. Gender percentages have evolved from 56% male and 44% female in Fall 1972 to 55% female and 45% male in Fall 1987, and have remained at these proportions districtwide for the last three years. Females have increased their percentages at all colleges, and are the majority at all colleges except Trade-Tech, where the female share of the student body has risen 14 percentage points since 1972. The greatest increase in female participation occured before 1980; since that time it has fluctuated within a range of two or three percentage points at most colleges.

FIGURE 5: DISTRICT UNDUPLICATED ENROLLMENT BY GENDER
FALL 1972 - FALL 1990

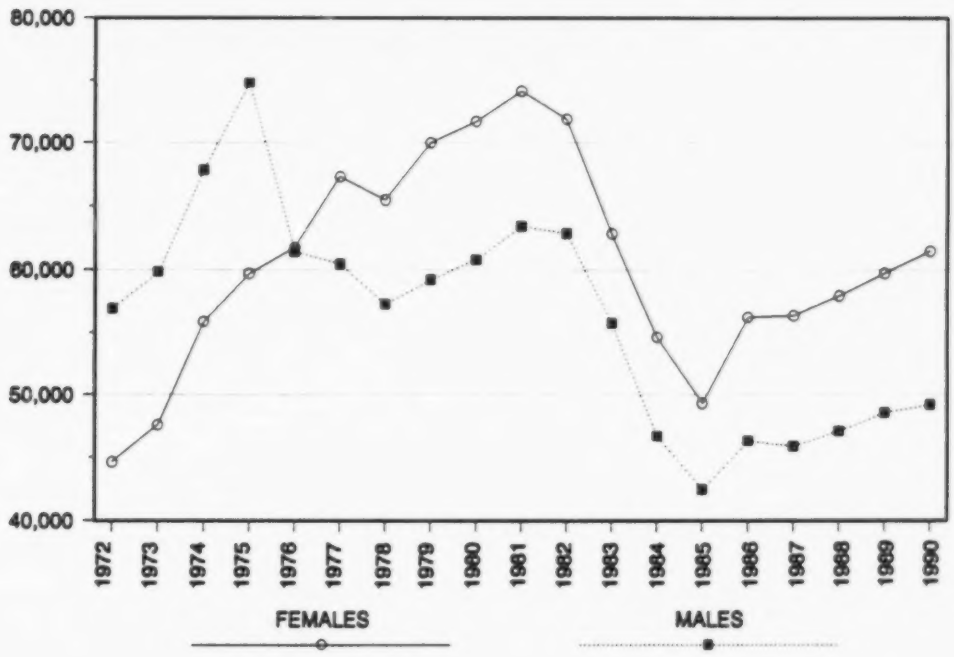


TABLE 5
ENROLLMENT BY GENDER AND COLLEGE, FALL 1972 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade Tech	Valley	West	District %	District Number
Percent Female											
1972	51.3	41.7	46.0	—	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
1987	50.9	58.0	57.2	69.4	51.8	70.2	40.2	56.2	63.6	55.1	56,316
1988	51.0	58.4	57.6	68.3	52.5	67.2	41.9	56.0	62.4	55.1	57,903
1989	51.1	57.9	58.1	65.4	52.6	68.5	41.9	56.3	61.0	55.1	59,659
1990	52.3	57.3	58.9	66.9	53.0	67.8	42.3	56.3	61.3	55.5	61,448
Percent Male											
1972	48.7	58.3	54.0	—	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
1987	49.1	42.0	42.8	30.6	48.2	29.8	59.8	43.8	36.4	44.9	45,893
1988	49.0	41.6	42.4	31.7	47.5	32.8	58.1	44.0	37.6	44.9	47,097
1989	48.9	42.1	41.9	34.6	47.4	31.5	58.1	43.7	39.0	44.9	48,569
1990	47.7	42.7	41.1	33.1	47.0	32.2	57.7	43.7	38.7	44.5	49,242
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982, and computer report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1990.

Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from the 1974 and 1976 figures, due to apparent data collection errors at those schools in 1975.

ENROLLMENT BY ETHNICITY

Data on student ethnicity have been obtained from reponses to a multiple-choice question on the student application. Until this year, the choices were the four listed on this table: Asian, Black, Hispanic and White, along with Other. Beginning in Fall 1990, a new application listed 18 ethnic categories. The data obtained from the new or returning students filling out this application have been consolidated into the four "old" categories listed on this table. Thus the Asian group includes students identifying themselves as Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Indian Subcontinent, Pacific Islander, and Other Asian. Blacks would check only "Black, African-American", while Hispanic would include Mexican/Chicano, Central or South American, and Other Hispanic. White students would pick "Caucasian, White", while students choosing American Indian, Alaska Native, Other Non-white, or Decline to State, would be placed in the Other category. Continuing students, who had filled out the old application with the four ethnic categories, would be tallied from last year's data.

Space does not permit the inclusion of the "Other" category, which, as noted above, includes Native Americans and Alaska Natives, and perhaps some East Indians or Mideastern persons who do not choose to identify with any listed group. The "Other" category accounts for only 3.3% of the total District student population.

FIGURE 6: DISTRICT UNDUPLICATED ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1990

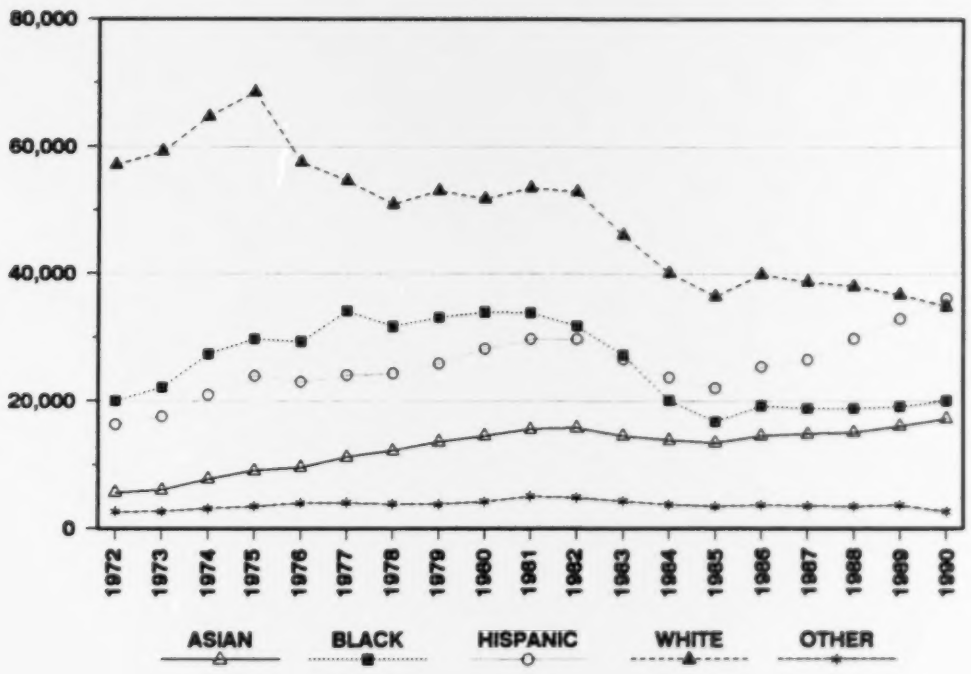


TABLE 6

ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Asian											
1972	11.6	8.0	8.3	—	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1986	26.4	20.0	13.9	4.0	11.0	1.1	15.5	10.6	9.0	14.1	14,468
1987	26.7	21.0	13.7	4.5	11.6	1.5	16.2	11.1	9.2	14.5	14,769
1988	26.2	20.0	14.0	4.6	11.7	0.9	15.0	11.7	9.4	14.3	15,013
1989	25.3	20.7	15.0	4.7	13.1	0.8	14.7	12.5	10.4	14.8	16,018
1990	24.8	21.7	16.4	5.9	14.9	1.2	14.4	13.8	10.4	15.5	17,173
Percent Black											
1972	32.0	5.1	10.5	—	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,245
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1986	19.5	4.4	15.5	10.3	3.4	87.3	34.8	6.3	48.6	18.7	19,216
1987	18.7	3.4	14.1	9.9	3.4	83.5	34.3	6.5	48.8	18.4	18,842
1988	17.3	3.5	14.6	8.6	3.8	71.6	32.1	6.6	47.7	18.0	18,842
1989	16.1	3.5	14.0	8.2	3.7	71.3	31.7	6.7	48.0	17.7	19,113
1990	15.3	3.1	14.8	7.0	3.7	71.7	31.8	7.2	50.1	18.1	20,044
Percent Hispanic											
1972	14.5	52.3	13.8	—	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1986	29.4	64.2	21.0	36.8	8.3	8.5	32.9	15.5	8.3	24.7	25,360
1987	30.5	66.5	22.5	40.5	8.2	12.3	33.5	16.8	8.0	25.9	26,495
1988	33.3	67.7	23.5	43.3	8.8	25.3	37.5	18.1	9.3	28.5	29,768
1989	36.2	68.4	24.8	47.0	10.0	25.5	38.6	20.5	10.5	30.5	33,031
1990	38.3	68.9	26.5	51.5	12.0	25.3	40.6	22.9	12.5	32.6	36,099
Percent White											
1972	38.5	32.7	64.1	—	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1986	20.3	8.9	46.7	46.0	73.5	2.0	13.9	63.2	30.5	38.9	39,890
1987	19.3	6.8	47.1	42.7	73.1	1.7	13.1	61.4	30.3	37.7	38,673
1988	18.9	6.6	45.6	40.8	71.8	1.4	12.3	59.9	30.0	36.0	37,987
1989	18.6	5.5	43.2	37.4	69.0	1.5	12.1	56.3	27.1	33.7	36,508
1990	19.2	5.0	40.6	33.8	66.0	1.1	11.3	53.2	24.1	31.4	34,803
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977, and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1990.
Note: Enrollment percentages from "Other" ethnic groups are not shown here.

ENROLLMENT BY AGE

The most significant trend in age groups within the District during the past decade has been the decline in numbers and percentage of students under 20, who represent the traditional age cohort for two-year colleges. The line chart shows that in 1972 this group was tied with those in their early 20s; since then, the under 20s have become fewer as the "Baby Boomers" have grown into older age groups, and have not been replaced in numbers as great as theirs. The lower birth rates of the late 60s and early 70s made such a change inevitable. Since 1985, there has been some recovery in this group, but under 20s are not expected to approach their baby boom levels in the forseeable future. Enrollment increases since 1987 have occurred in older age groups. The number and proportions of students over 25 have increased since 1975, but not sufficiently to compensate for the loss of younger students.

FIGURE 7: DISTRICT UNDUPLICATED ENROLLMENT BY AGE, FALL 1972 - FALL 1990

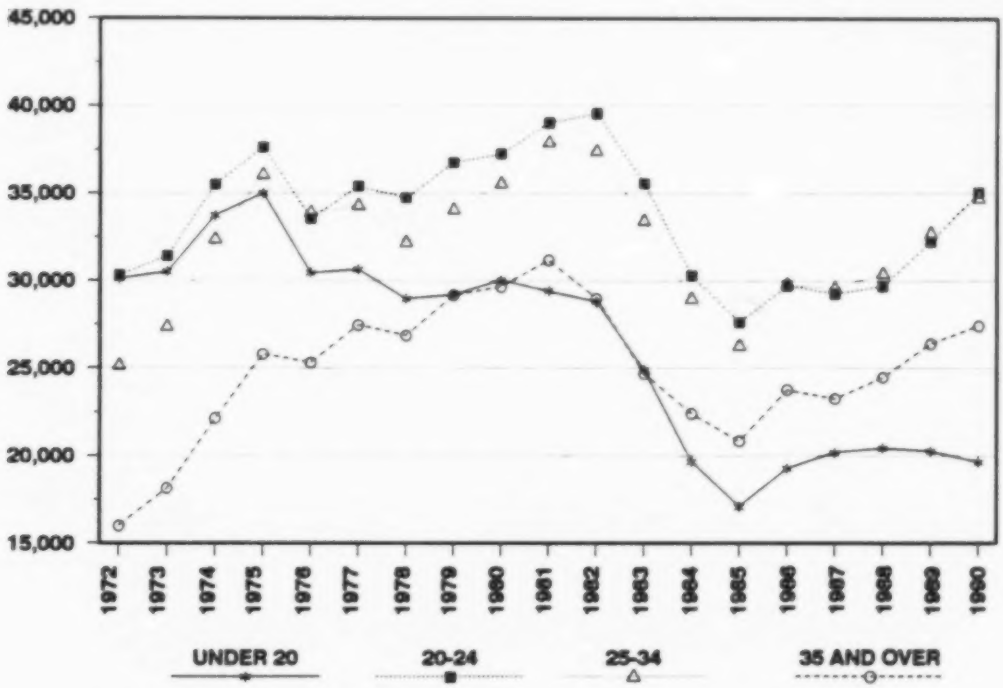


TABLE 7
ENROLLMENT BY AGE AND COLLEGE, FALL 1972 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Under 20											
1972	24.7	28.1	38.2	—	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1986	13.4	21.3	22.1	8.7	26.0	16.7	17.1	18.4	15.7	18.8	19,266
1987	14.8	22.5	24.4	8.8	27.1	14.7	17.6	19.7	15.5	19.7	20,169
1988	13.3	22.2	23.4	10.9	28.2	13.8	18.0	19.3	14.4	19.5	20,434
1989	12.4	22.0	21.4	13.6	27.8	13.3	14.5	19.2	14.1	18.6	20,110
1990	11.9	20.2	20.7	13.5	26.1	12.1	13.0	19.1	13.3	17.6	19,463
Percent 20 - 24											
1972	32.6	34.4	28.4	—	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1986	30.8	32.8	27.1	17.5	33.1	22.8	28.5	29.0	23.8	29.0	29,726
1987	30.0	33.2	26.7	18.2	32.8	22.4	26.8	29.5	22.7	28.6	29,231
1988	29.3	33.8	27.2	18.1	32.4	21.4	25.3	29.1	23.3	28.3	29,692
1989	29.1	34.1	29.3	19.3	32.2	22.7	25.5	30.1	25.5	28.9	31,230
1990	29.0	35.5	29.0	20.5	32.9	26.0	27.1	31.3	26.5	29.8	33,024
Percent 25 - 34											
1972	28.3	22.4	18.9	—	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1986	34.6	27.5	25.8	28.0	23.3	30.0	32.1	30.0	30.8	29.0	29,777
1987	33.7	27.1	25.0	29.8	23.3	33.0	31.8	29.4	32.1	28.9	29,561
1988	34.6	26.5	24.6	28.7	23.1	34.2	31.7	29.6	31.3	28.9	30,401
1989	34.4	27.3	24.6	28.0	23.2	33.7	33.0	29.1	31.5	29.1	31,545
1990	34.4	27.7	25.1	28.5	23.8	33.8	33.6	28.7	32.1	29.4	32,552
Percent 35 and Over											
1972	14.4	15.1	14.5	—	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1986	21.2	18.4	24.9	45.7	17.6	30.5	22.3	22.6	29.7	23.2	23,765
1987	21.5	17.2	24.0	43.2	16.7	29.9	23.8	21.4	29.7	22.7	23,250
1988	22.8	17.5	24.9	42.2	16.3	30.6	25.0	22.0	30.9	23.3	24,472
1989	24.2	16.5	24.7	39.2	16.8	30.3	27.0	21.6	28.9	23.4	25,343
1990	24.8	16.6	25.3	37.5	17.3	28.1	26.3	20.9	28.2	23.2	25,651
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1990. Note: Figures for 1972 through 1975 are of questionable validity. Age distributions reported in the ENROLLMENT AND ATTENDANCE series are not completely consistent with those from the Student Data Tapes for later years. Proportions for 1975 have been interpolated at the college level, and the absolute numbers and District totals recalculated from those proportions.

ENROLLMENT BY UNIT/HOUR LOAD

We have presented student load data in two tables because the two measures of load often do not match. The number of units a student is carrying at any one time does not necessarily reflect the number of hours per week he or she is attending class. Part of this difference is due to the fact that laboratory classes traditionally require more weekly class hours than their unit values. For exanple: a four-unit Physics class meets four hours a week for lecture and two hours for lab each week, and a five-unit Professsional Baking class meets ten hours a week.

A more substantial difference is created by modular class scheduling, wherein a given class meets for only a six- or nine-week session, and a student takes two or three classes consecutively during the semester. A student in Automotive Mechanics, for example, would register for a sequence of three consecutive three-unit modules, and thus complete nine units over the course of the semester. But at the point of fist census, which is the source date of information for all the student characteristics tables, this student would appear to be enrolled for only three units. Measured by unit load only, programs that are organized on the modular principle could appear to have no full-time students, when in fact most if not all of their students were full-time.

Comparison of the two tables reveals the discrepancy. The Unit load table shows a districtwide imbalance between the three load groups, with students carrying 6 units or less in the largest percentage and full-load students in the smallest. There is a substantial 12 percentage point spread between the two extremes. In contrast, the hour load groups are distributed almost evenly districtwide, with only a two-point difference between lowest and highest; in hours, full-time students are the largest share.

Neither the unit nor the hour load figures are completely satisfactory measures by themselves. The differences between them suggest that use only of the unit figure in the past has led to some misconceptions about change in attendance patterns. On an hourly basis, slightly over a third of all District students are enrolled full-time, while only a quarter of students are so perceived under a unit count. Some individual colleges, notably Southwest and Trade-Tech, are shown to have higher proportions of full-time students, instead of relatively low levels. Also, it appears that the movement toward more modular scheduling in the 1980s caused a decline in the number of full-time students classified by unit load, whereas in fact students were taking more hours of classes during this period than before. When hour load is used as a measure, there seem to be as great a proportion of "traditional" full-time students at the present time as there have ever been in the past.

The Unit is still the "official" state-recognized measure of load, and therefore must be included in this report. But units are most meaningful as a measure of courses completed over the entire semester, as well as the requirements for a degree or certificate.

Both this table and figure series and the following hour load series begin in 1976, because data collected before that date does not include a distinction between the students carrying fewer than 6 units and those with 6 to 11.5 units. As the line chart shows, "full-time" students with 12 units or more had dropped to the lowest level of all three groups in 1976. In most years since, they have decreased at all colleges; in Fall 1990 they declined almost a point districtwide after a two-point increase the previous year.

Unfortunately, there are not sufficient historical data on hourly loads to plot trends from year to year over the entire time span since 1976. The Research Office has not collected and saved this data in the past, and not all the tapes on which raw data are stored have been preserved. So there are too many yearly gaps to make a useful line chart, and none has been included. Since there is continuity in the unit data, it is worth inclusion in the *Digest*.

TABLE 8.1
ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1976 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent with Fewer than 6 Units											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1986	34.8	40.9	41.1	57.1	39.1	44.8	36.9	45.8	47.9	41.6	42,661
1987	33.9	39.3	41.8	61.7	38.2	40.7	39.4	44.3	48.7	41.4	42,353
1988	34.9	38.8	43.7	57.1	37.1	36.7	40.0	43.2	45.9	40.6	42,629
1989	33.4	36.7	40.5	48.8	36.6	30.6	40.1	42.8	44.2	38.9	42,131
1990	34.3	36.1	40.2	46.8	37.7	28.5	40.1	41.9	41.5	38.5	42,576
Percent with 6 To 11.5 Units											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1986	36.0	32.1	29.9	21.1	31.3	33.0	36.0	33.2	32.3	32.5	33,337
1987	35.0	35.5	29.3	22.0	32.1	38.6	34.4	33.5	31.8	33.0	33,687
1988	37.6	34.2	28.1	25.4	33.7	43.3	32.0	35.0	34.7	34.1	35,756
1989	37.2	35.1	31.3	23.3	32.1	30.3	34.8	34.8	35.4	33.7	36,455
1990	36.7	37.2	32.5	24.6	32.7	45.2	33.4	35.8	35.5	35.0	38,689
Percent with 12 or more Units											
1976	32.1	27.7	32.8	14.4	29.4	23.6	35.4	27.3	26.5	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1986	29.2	27.1	29.0	21.8	29.6	22.2	27.1	21.0	19.9	25.9	26,535
1987	31.2	25.2	29.0	16.3	29.7	20.7	26.2	22.2	19.5	25.6	26,169
1988	27.5	27.1	28.2	17.5	29.2	20.1	28.0	21.9	19.3	25.3	26,615
1989	29.4	28.1	28.2	28.0	31.3	39.1	25.0	22.4	20.4	27.4	29,643
1990	29.0	26.7	27.4	28.5	29.6	26.2	26.5	22.3	22.9	26.6	29,425
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	5,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,313	6,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	6,042	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,309	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,464	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,523	6,059	12,880	17,934	9,677	100.0	110,690

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

FIGURE 8: DISTRICT UNDUPLICATED ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1990

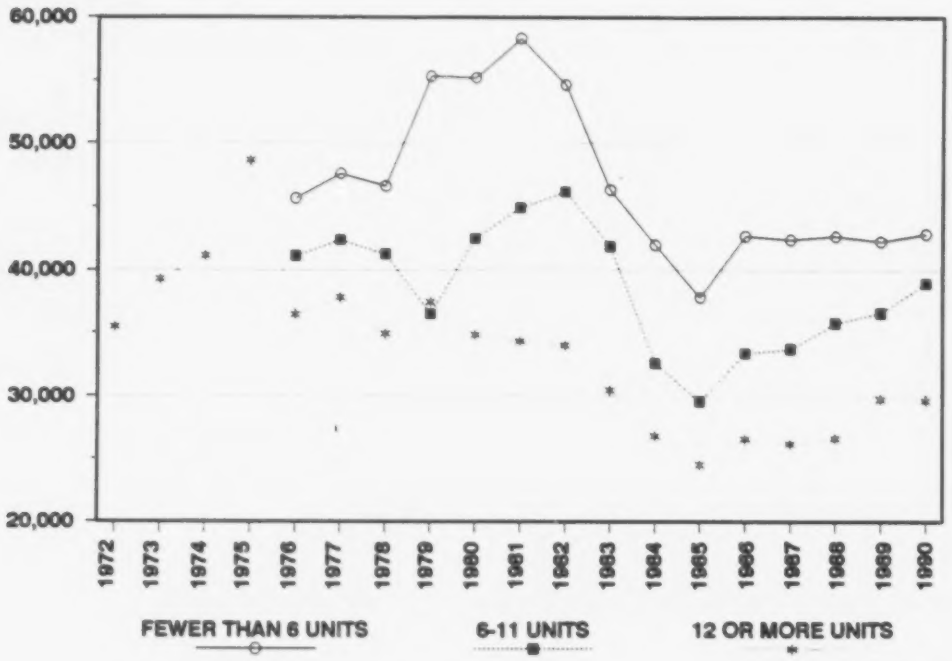


TABLE 8.2
ENROLLMENT BY HOUR LOAD AND COLLEGE, FALL 1976 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent with Fewer than 6 Hours											
1976	25.8	31.3	28.5	52.1	31.2	30.4	25.8	32.6	35.9	30.3	37,290
1980	27.6	35.8	35.6	56.9	34.4	27.0	25.6	38.6	42.3	34.1	45,224
1985	25.8	34.5	31.7	56.6	30.9	33.3	20.6	39.0	37.2	32.2	29,597
1986	27.0	33.9	31.9	48.5	30.7	32.4	21.9	38.1	37.6	32.4	33,224
1987	25.5	31.6	31.4	53.4	29.7	31.5	23.6	36.9	40.9	32.3	32,997
1988	27.1	31.9	32.1	47.6	29.3	30.2	24.6	34.8	38.3	31.6	33,162
1989	27.8	31.0	32.8	45.3	31.6	24.6	25.6	37.2	38.3	32.3	34,923
1990	29.4	30.7	33.6	41.8	31.6	22.4	25.9	35.6	35.1	31.6	35,005
Percent with 6 to 11.5 Hours											
1976	33.7	33.1	32.4	29.3	31.5	37.5	33.2	33.9	33.5	33.2	40,845
1980	34.0	32.4	30.4	31.2	30.1	38.2	33.0	32.3	33.1	32.4	42,983
1985	31.1	29.6	25.7	18.9	29.9	32.2	28.6	30.3	29.4	29.2	26,804
1986	32.5	30.3	25.5	18.9	27.7	30.4	29.8	31.3	31.2	29.4	30,133
1987	31.6	34.4	24.9	20.4	28.5	37.3	29.1	31.3	29.0	30.0	30,623
1988	34.7	33.2	23.9	22.3	29.0	42.6	28.7	31.2	31.8	30.9	32,418
1989	36.3	34.3	31.7	24.6	31.5	29.4	31.9	35.4	35.6	33.2	35,925
1990	34.9	35.6	30.9	27.0	32.7	29.9	32.0	36.3	35.3	33.5	37,127
Percent with 12 or more Hours											
1976	40.5	35.6	39.1	18.6	37.2	32.1	41.0	33.6	30.6	36.6	45,019
1980	38.4	31.9	33.9	11.9	35.5	34.7	41.4	29.1	24.6	33.4	44,268
1985	43.1	35.8	42.6	24.5	39.3	34.5	50.8	30.7	33.4	38.5	35,378
1986	40.5	35.9	42.6	32.6	41.5	37.3	48.3	30.6	31.2	38.2	39,176
1987	42.9	34.0	43.6	26.1	41.7	31.2	47.3	31.8	30.2	37.8	38,590
1988	38.1	34.9	44.0	30.1	41.6	27.2	46.8	34.0	29.9	37.5	39,419
1989	35.9	34.6	35.5	30.2	36.8	46.0	42.5	27.3	26.1	34.5	37,380
1990	35.7	33.7	35.6	31.2	35.7	47.7	42.1	28.1	29.7	34.8	38,558
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

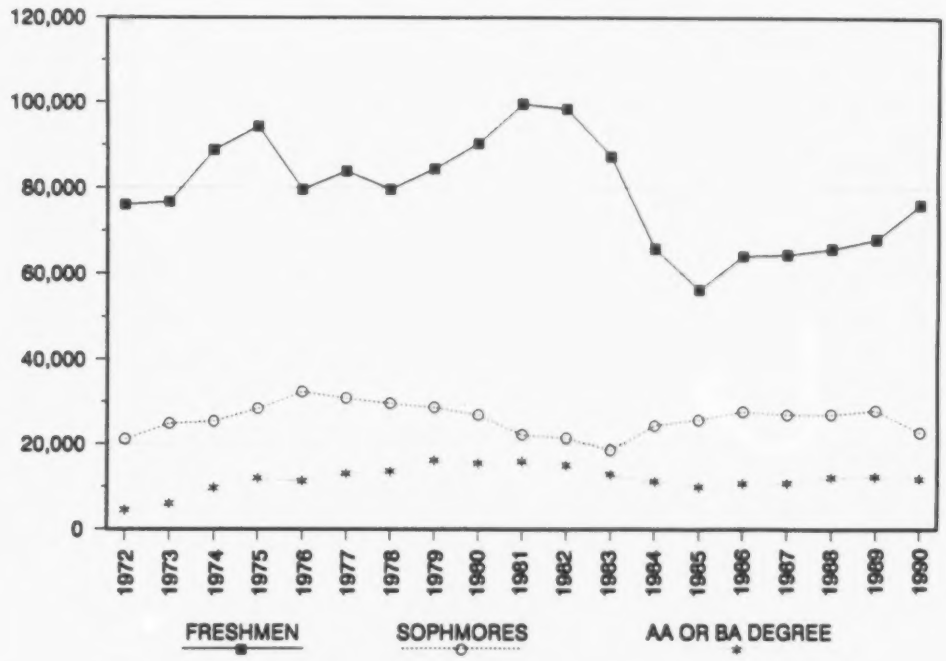
Source: Student Data Tape 551, Data Processing Branch, Business Services Division

ENROLLMENT BY CLASS LEVEL

The concepts of "freshman" and "sophomore" have become more and more irrelevant to community college life over the past two decades. The growing diversity of student ages, study skills and attendance patterns within District colleges renders these borrowed terms meaningless in terms of personal development and progress toward goals. Their only definition is in the number of college units completed. The sophomore category should normally include those with over 60 units but no degree; the latter group has been separated for more detailed analysis.

The units recorded in this table include those earned at any of the Los Angeles District colleges. A student may move from college to college within the District, between semesters or after intervals of no attendance, but retains only one transcript, which accumulates records from all colleges. The student is counted for the college attended in Fall 1990.

FIGURE 9: DISTRICT UNDUPLICATED ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1990



NOTE: Sophmores include those with 30 or more units but no degree.

TABLE 9
ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	—	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1986	57.5	61.9	63.6	71.6	60.8	69.1	68.7	60.8	62.3	62.6	64,194
1987	59.3	61.6	65.6	66.0	60.7	72.9	69.3	61.9	61.1	63.1	64,509
1988	57.8	63.2	64.9	64.3	62.2	74.9	67.2	60.6	59.1	62.7	65,869
1989	60.0	63.1	63.0	65.8	60.5	75.6	66.9	60.8	61.4	62.8	69,552
1990	67.4	71.2	68.3	73.9	66.3	78.0	73.2	65.1	64.4	68.8	76,119
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	2^ 9	—	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1986	18.2	16.5	14.9	11.2	16.8	14.3	14.1	15.3	14.4	15.6	16,039
1987	16.4	17.0	14.2	13.4	17.4	12.1	12.9	15.0	13.0	15.2	15,511
1988	15.1	15.6	14.5	14.0	16.5	12.2	13.6	15.4	13.0	14.9	15,582
1989	14.0	16.3	14.8	13.4	16.4	11.2	14.0	15.8	11.8	14.7	16,280
1990	12.5	13.3	12.5	10.3	14.5	10.4	11.8	14.5	11.9	12.9	14,267
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	—	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1986	15.1	12.5	9.6	8.1	11.6	10.2	10.5	10.4	10.4	11.4	11,647
1987	14.8	13.9	9.3	7.6	10.9	9.1	11.0	10.2	9.5	11.2	11,426
1988	13.6	13.0	8.6	9.4	10.3	8.2	10.9	10.7	9.6	10.9	11,449
1989	12.9	12.7	9.6	9.8	11.4	8.6	10.9	10.7	9.8	11.1	12,307
1990	9.0	7.9	6.7	5.7	7.8	6.7	7.2	8.3	7.2	7.7	8,491
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	—	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1986	9.3	9.1	12.0	9.1	10.9	6.3	6.7	13.6	12.9	10.4	10,653
1987	9.5	7.6	10.9	12.9	11.0	5.9	6.8	12.9	16.3	10.5	10,763
1988	13.4	8.2	12.0	12.4	11.0	4.7	8.3	13.3	18.3	11.5	12,100
1989	13.0	7.9	12.6	11.0	11.7	4.6	8.3	12.7	17.1	11.3	12,551
1990	11.2	7.6	12.5	10.2	11.5	4.8	7.7	12.2	16.4	10.7	11,812
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	99.9	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	99.9	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

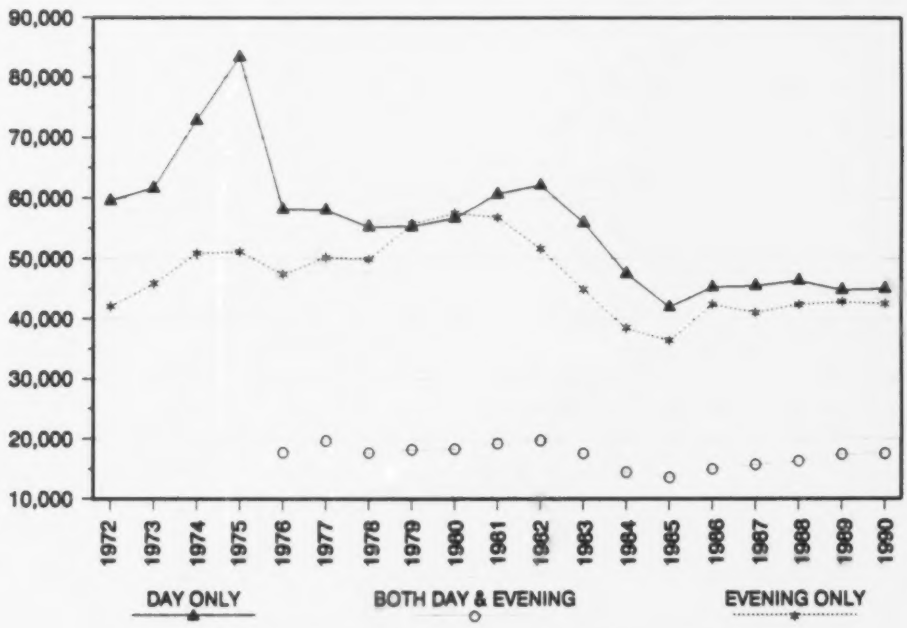
Source: Census Class Enrollment Report CCAF130, Report to the Chancellor's Office, prepared by the Office of Attendance Accounting, Educational Services Division, LACCD, 1972-90.

ENROLLMENT BY TIME OF DAY

As the District student population has aged and included more working adults, the percentage of evening students has risen. This has occurred districtwide since 1976, although at an irregular rate, since cutbacks in hourly personnel have reduced the number of evening classes in some years. Colleges like Mission and Southwest, which accomodate larger numbers of older working students attending part-time, have the greatest portions of evening students. The popular Project for Adult College Education (PACE) program, with its evening and Saturday classes, has boosted evening enrollment wherever it is offered.

Students attending both during the day and the evening are a category not distinguished in the data before 1976. Since that year there has been little fluctuation in either their numbers or percentages. Even college percentages have varied little from year to year.

FIGURE 10: DISTRICT UNDUPLICATED ENROLLMENT BY TIME OF DAY, FALL 1972 - FALL 1990



NOTE: Both Day and Evening data not available before 1976.

61

TABLE 10
ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1986	48.3	46.9	40.9	27.7	48.5	44.2	51.8	38.8	36.1	44.1	45,225
1987	49.9	48.0	43.3	26.1	48.2	38.6	51.5	40.4	37.2	44.5	45,508
1988	48.5	48.8	43.8	28.5	47.5	39.5	48.8	40.2	36.7	44.1	46,380
1989	49.9	37.8	43.1	30.3	46.3	42.5	48.6	39.1	36.6	42.7	46,179
1990	47.4	37.6	43.8	29.6	48.7	41.1	48.3	40.9	38.5	43.0	47,597
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1986	17.5	18.3	14.3	21.2	15.8	8.4	8.8	13.3	11.5	14.5	14,897
1987	19.0	18.8	14.4	14.7	17.9	13.2	8.9	13.7	13.0	15.3	15,622
1988	18.2	18.1	15.5	18.9	18.4	8.8	8.4	14.7	14.4	15.5	16,209
1989	20.0	19.1	17.8	17.7	19.1	11.7	8.3	14.9	16.7	16.5	17,859
1990	17.3	21.2	17.1	19.1	19.0	12.3	9.3	15.7	16.8	16.7	18,485
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1986	34.2	34.8	44.8	51.1	35.6	47.4	39.4	47.9	52.4	41.4	42,411
1987	31.1	33.2	42.3	59.2	33.9	48.2	39.6	45.8	49.8	40.2	41,079
1988	33.3	33.1	40.7	52.6	34.2	51.7	42.8	45.2	48.9	40.4	42,411
1989	30.0	43.1	39.1	52.1	34.6	45.8	43.1	46.0	46.8	40.8	44,190
1990	35.2	41.3	39.1	51.3	32.3	46.7	42.4	43.4	44.7	40.3	44,608
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977, and Student Data Tape, Data Processing Branch, Business Services Division, 1976 through 1990.

ENROLLMENT BY ENTERING STATUS

This year saw a significant increase in first-time students districtwide, in both numbers and percentages. All colleges shared in the increase, to varying degrees. There was a corresponding across-the-board decline in the numbers and share of new students transferring from other colleges, while returning students increased slightly. This latter group may be considered similar to continuing students, as it includes many students who must "stop out" for a semester or more before continuing their studies.

The percentage of continuing students continued to increase districtwide; their actual number is the highest since 1980. Always a plurality at all colleges, they have been in the majority overall for the past three years.

FIGURE 11: DISTRICT UNDUPLICATED ENROLLMENT BY ENTERING STATUS
FALL 1972 - FALL 1990

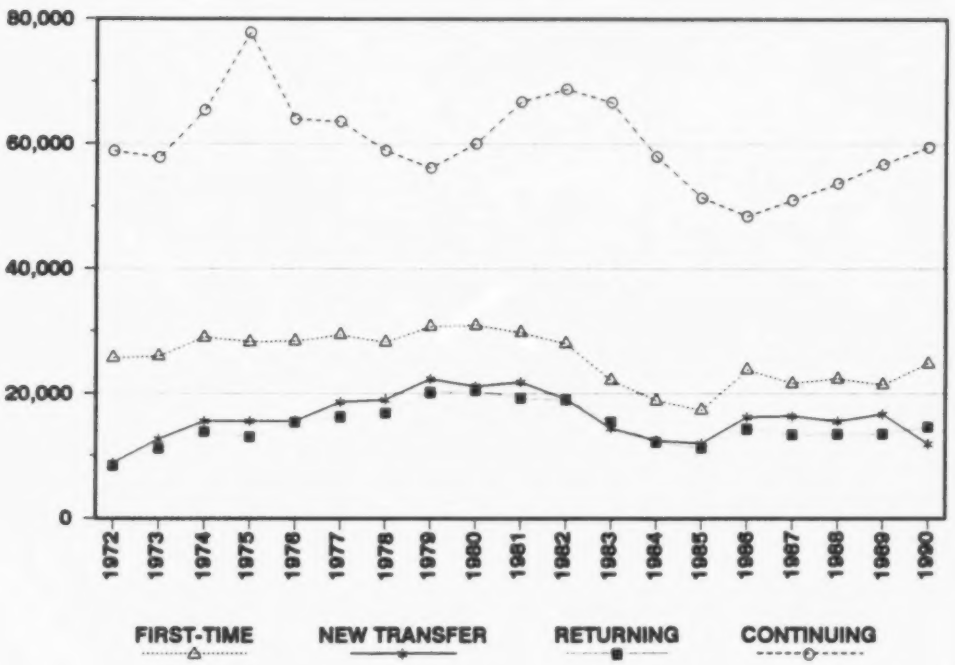


TABLE 11
ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent First-Time											
1972	33.7	17.8	27.4	—	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1986	18.9	23.7	20.3	23.5	21.6	28.4	26.8	20.4	34.5	23.2	23,795
1987	18.0	23.1	20.3	23.1	20.3	29.4	26.6	19.3	17.1	21.1	21,625
1988	18.0	21.8	19.8	25.6	21.0	37.0	27.2	17.9	15.4	21.3	22,400
1989	19.4	20.2	16.5	21.7	19.6	30.5	23.6	17.4	15.6	19.8	21,410
1990	22.0	23.3	20.5	25.4	20.3	31.2	28.3	17.5	21.3	22.4	24,795
Percent New Transfer											
1972	3.5	4.9	9.5	—	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1986	15.6	11.8	15.3	24.5	14.3	15.1	17.1	16.8	16.3	15.7	16,131
1987	14.1	10.5	13.1	21.1	13.6	17.2	16.7	15.5	30.4	15.9	16,285
1988	13.6	9.5	13.3	11.5	13.5	10.5	16.6	15.2	29.0	14.7	15,487
1989	13.6	9.6	14.8	18.1	13.9	15.1	15.6	15.5	27.8	15.3	16,597
1990	8.5	7.2	12.8	11.6	11.2	7.7	7.4	15.1	14.6	10.7	11,830
Percent Returning											
1972	3.0	9.9	11.6	—	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1986	12.4	16.4	19.1	14.0	14.1	14.9	5.3	18.5	9.2	13.9	14,250
1987	12.0	13.2	18.0	11.7	14.0	12.0	4.7	16.9	12.6	13.1	13,337
1988	11.2	14.9	16.0	12.5	13.3	11.5	5.7	16.3	12.1	12.8	13,418
1989	11.0	13.5	17.0	11.1	13.6	7.2	7.3	16.2	10.4	12.5	13,498
1990	11.4	11.0	15.8	12.8	11.0	14.2	11.2	15.8	18.6	13.2	14,587
Percent Continuing											
1972	59.8	67.4	51.5	—	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1986	53.1	48.1	45.3	38.1	50.1	41.5	50.8	44.3	40.0	47.2	48,358
1987	56.0	53.2	48.5	44.1	52.2	41.4	52.0	48.3	39.8	49.9	50,962
1988	57.3	53.8	51.0	50.4	52.2	41.0	50.6	50.6	43.5	51.1	53,695
1989	56.0	56.6	51.6	49.1	53.0	47.2	53.5	50.9	46.3	52.4	56,723
1990	58.1	58.6	50.8	50.3	57.5	47.0	53.2	51.6	45.4	53.7	59,478
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,310	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1990.

ENROLLMENT BY EDUCATIONAL GOAL

Of all the tables and figures in the Digest, this set should be read with the greatest care, since selection of an educational goal is difficult for many entering students. A large share were always unwilling or unable to mark a particular goal on the directory card, which until this year was the source of goal data. The old goals were listed in the schedule, each with a number that would be filled in the goal box on the directory card. Two of the eight goals listed were Undecided and a nebulous "Other". The limited list, and the cumbersome process of responding to it, resulted in a non-response rate of as high as 73% at some colleges. Thirty-nine percent of all District students filling out their directory cards in Fall 1989 responded to the goal question with "Other" or "Undecided", or simply did not answer the question.

The new list, introduced in Fall 1990, is printed directly on the new student application. There are twelve specific goals, plus one "Undecided", each with a response checkoff box. The response rate was much higher than in previous years, but when the "Undecided" respondents are combined with the unknowns who left all boxes blank, the share of students without stated goals is still substantial, at one third of all District enrollment. For Fall 1990 we are starting a new table, which will accumulate data in succeeding years. This year all the goals are listed; in future years, as data accumulates, we may aggregate the numbers to the subtotaled categories. The Fall 1989 table is included to show past trends; its supplementary linechart shows trends only in stated goals. As in previous years, the percentages listed are of respondents, not including unknowns.

TABLE 12.1
ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1984 – FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transfer											
1983	27.4	38.0	37.9	21.2	44.7	24.8	13.3	32.4	35.1	32.1	38,077
1985	39.1	37.7	38.1	23.3	47.0	26.1	13.9	27.4	35.3	33.7	30,907
1986	39.2	34.5	38.4	21.7	47.9	18.3	12.4	30.4	27.4	32.6	33,457
1987	40.8	39.0	43.2	17.5	49.1	15.7	11.4	27.2	31.6	33.3	34,022
1988	43.1	40.0	37.7	16.8	49.4	10.5	10.9	27.9	30.3	32.9	34,544
1989	42.5	43.9	36.8	11.8	48.1	12.3	10.7	32.0	33.2	33.7	36,463
Percent General Education Associate Degree											
1983	4.4	9.4	8.5	6.9	8.3	8.9	9.0	7.4	7.1	7.7	9,135
1985	7.6	7.2	7.0	8.8	6.6	9.7	7.5	4.3	6.1	6.7	6,154
1986	5.3	6.8	7.2	7.0	6.0	6.4	6.4	4.3	5.0	5.8	5,977
1987	4.8	8.2	6.2	6.4	5.1	5.3	5.0	3.4	5.9	5.4	5,470
1988	4.6	9.4	5.7	6.4	4.6	4.0	6.7	3.4	5.8	5.5	5,780
1989	4.6	8.9	6.0	4.4	4.6	3.4	6.6	4.3	6.5	5.5	5,991
Percent Vocational Associate Degree											
1983	5.5	6.7	9.9	4.0	8.3	6.4	13.3	5.4	7.9	7.7	9,080
1985	7.4	8.6	8.5	3.9	10.8	8.0	15.1	4.1	6.4	8.5	7,835
1986	6.8	7.7	6.3	3.9	11.7	5.3	14.7	3.7	5.1	7.8	8,013
1987	6.6	7.1	6.8	3.4	10.3	4.4	13.9	2.9	3.9	7.1	7,207
1988	7.3	6.8	5.9	3.4	10.8	3.5	12.9	3.4	3.2	7.0	7,359
1989	6.3	6.8	6.5	2.6	10.0	3.0	13.4	2.9	3.8	6.7	7,222
Percent Vocational Certificate											
1983	3.6	7.5	4.9	9.9	3.2	5.6	11.8	5.0	9.8	6.2	7,347
1985	5.5	6.7	3.3	9.6	4.6	4.8	10.9	3.5	8.5	6.0	5,502
1986	5.6	6.6	3.1	10.3	5.2	4.0	10.2	3.2	7.1	5.8	5,988
1987	5.6	6.3	2.8	8.9	4.0	3.2	8.6	2.8	6.3	5.1	5,225
1988	6.3	5.9	3.4	8.7	4.5	2.2	9.5	2.8	5.0	5.3	5,535
1989	6.7	6.1	3.3	5.4	4.0	1.7	9.4	3.2	6.1	5.2	5,663
Percent Job Skills											
1983	10.4	14.2	9.7	17.3	12.1	9.9	33.8	12.4	17.3	15.1	17,954
1985	10.5	10.8	8.1	13.0	9.7	10.1	33.6	5.9	12.4	12.6	11,559
1986	7.4	9.3	7.1	13.4	8.3	11.8	35.7	7.3	11.9	12.0	12,311
1987	6.4	6.6	6.2	15.1	7.3	6.3	36.7	5.4	12.1	10.9	11,116
1988	6.5	4.9	6.3	12.8	7.3	3.1	32.2	6.4	11.3	10.0	10,543
1989	5.3	4.9	4.7	4.7	6.1	6.6	33.2	8.6	11.4	9.7	10,504
Unknown/ Undecided											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	36,945
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	29,822
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	36,787
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	39,169
1988	32.2	33.0	41.0	52.0	23.4	76.7	27.9	56.1	44.4	39.3	41,239
1989	34.6	29.4	42.7	71.0	27.2	73.1	26.6	48.9	38.9	39.2	42,385
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1983 through 1989.

FIGURE 12: DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL
FALL 1983 - FALL 1989

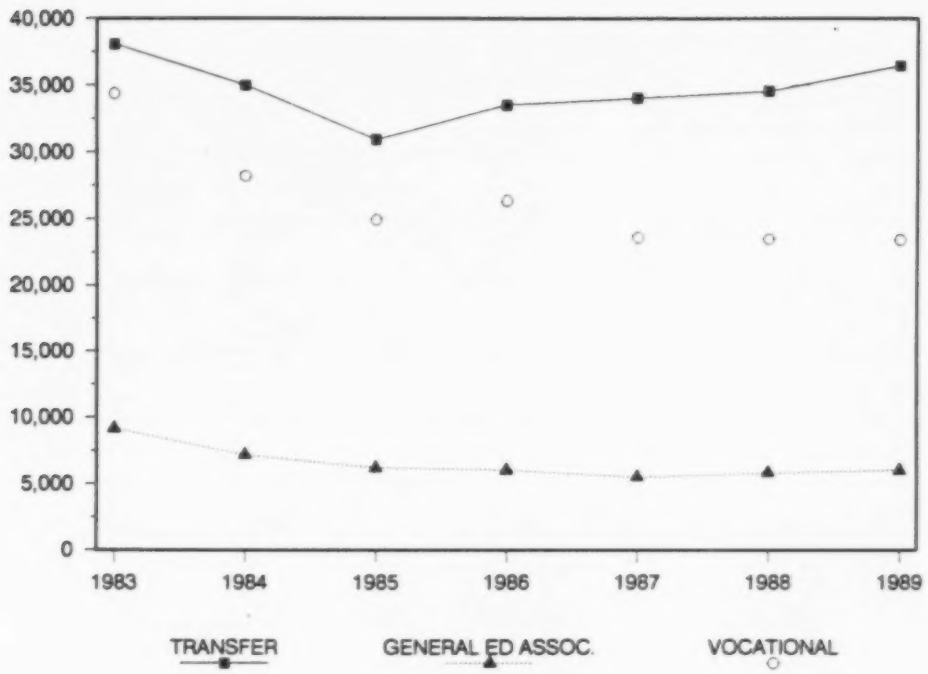


TABLE 12.2
ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1990
(Percentages)

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Prepare New Career	8.1	6.7	4.2	8.9	5.6	10.0	12.5	8.1	11.1	8.1	8,987
Advance in Job/Career	3.5	3.9	2.3	6.2	3.6	3.1	7.9	4.5	6.1	4.5	4,981
Discover Career Goal	4.6	6.3	4.1	4.5	6.1	4.7	18.9	6.9	7.2	7.3	8,069
Maintain License	0.8	1.2	0.7	0.9	0.6	1.6	1.0	0.7	1.3	0.9	1,024
Voc. Degree w/o Transfer	4.3	3.7	1.7	3.9	1.8	1.7	6.1	2.1	3.7	3.2	3,560
Voc. Certif. w/o Transfer	3.8	3.7	4.1	1.9	4.3	1.8	7.8	2.1	2.4	3.8	4,157
Subtotal Vocational	25.2	25.4	17.2	26.3	22.0	22.9	54.2	24.5	31.7	27.8	30,778
Transfer with Degree	24.1	26.3	20.5	12.1	24.4	11.4	9.3	18.4	20.7	19.9	22,007
Transfer w/o Degree	7.7	7.4	6.3	4.0	14.4	2.9	1.7	11.4	9.4	8.3	9,160
Subtotal Transfer	31.8	33.8	26.8	16.1	38.8	14.4	11.0	29.8	30.1	28.2	31,167
Assoc. Degree w/o Transfer	3.8	5.8	5.2	3.3	4.0	3.4	5.6	3.6	5.1	4.5	4,945
Personal Enrichment	3.5	2.4	2.4	4.4	3.8	1.4	1.5	4.8	5.1	3.4	3,723
Subtotal General Ed.	7.3	8.2	7.6	7.7	7.9	4.8	7.1	8.4	10.2	7.8	8,668
Improve Basic Skills	4.2	2.2	0.8	2.0	0.6	1.6	1.4	1.2	1.4	1.7	1,911
Complete HS Diploma	0.8	1.0	0.3	1.3	0.7	0.9	0.7	0.5	0.6	0.7	794
Subtotal Transitional	5.0	3.2	1.0	3.3	1.3	2.5	2.0	1.7	2.0	2.4	2,705
Undecided	15.2	14.9	15.2	32.1	14.0	43.8	12.5	20.4	14.3	17.8	19,739
Unknown	15.7	14.5	32.3	14.4	16.1	11.6	13.2	15.2	11.7	15.9	17,633
TOTAL	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1990.

BEST COPY AVAILABLE

FALL AND SPRING STUDENT AND ENROLLMENT CHARACTERISTICS

These summary tables and figures are included to furnish student characteristics data for all categories at a glance, for quick and easy review. They include spring semester data, which is not given as detailed coverage and analysis as the fall figures.

Most variations between corresponding fall and spring percentages are not greater than a percentage point or two within categories. Notable exceptions are the percentages of first-time and continuing students; first timers are a smaller share in spring, while continuing students are substantially higher. Both transfer and returning have slightly lower percentages. These differences occur because fewer new students start school in the spring, and more continue from fall to spring than vice versa.

Viewing all categories at once makes it easier to discern the unique clienteles of each college, and how the different characteristics relate to one another. Thus, Mission is seen to serve an older, more female student body carrying fewer units in more evening classes, and seeking job skills. East has younger students, more of whom are male, more attending day classes with full loads, and more see .ing to transfer.

TABLE 13.1
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1990
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	40.9	55.7	49.7	34.0	59.0	38.1	40.1	50.4	39.8	47.4	52,487
25 - 34	34.4	27.7	25.1	28.5	23.8	33.8	33.6	28.7	32.1	29.4	32,552
Over 34	24.8	16.6	25.3	37.5	17.3	28.1	26.3	20.9	28.2	23.2	25,651
Ethnicity											
Asian	24.8	21.7	16.4	5.9	14.9	1.2	14.3	13.8	10.4	15.5	17,173
Black	15.3	3.1	14.8	7.0	3.7	71.7	31.8	7.2	50.1	18.1	20,044
Hispanic	38.3	68.9	26.5	51.5	12.0	25.3	40.6	22.9	12.5	32.6	36,099
White	19.2	5.0	40.6	33.8	66.0	1.1	11.3	53.2	24.1	31.4	34,803
Sex											
Female	52.3	57.3	58.9	66.9	53.0	67.8	42.3	56.3	61.3	55.5	61,448
Male	47.7	42.7	41.1	33.1	47.0	32.2	57.7	43.7	38.7	44.5	49,242
Class Level											
Freshman	67.4	71.2	68.3	73.9	66.3	78.0	73.2	65.1	64.4	68.8	76,119
Sophomore	21.5	21.2	19.2	16.0	22.3	17.1	19.0	22.8	19.1	20.6	22,758
AA or Higher	11.2	7.6	12.5	10.2	11.5	4.8	7.7	12.2	16.4	10.7	11,812
Entering Status											
1st-Time	22.0	23.2	20.5	25.5	20.3	31.3	28.5	17.6	21.4	22.4	24,788
Transfer	8.5	7.2	12.9	11.5	11.2	7.6	7.3	15.0	14.6	10.9	12,065
Returning	11.4	11.0	15.8	12.7	11.0	14.1	11.4	15.8	18.6	13.2	14,611
Continuing	58.1	58.6	50.8	50.3	57.5	47.0	52.8	51.6	45.4	53.7	59,441
Unit Load											
Under 6	34.3	36.1	40.2	46.8	37.7	28.5	40.1	41.9	41.5	38.5	42,576
6-11 units	36.7	37.2	32.5	24.6	32.7	45.2	33.4	35.8	35.5	35.0	38,689
12 or more	29.0	26.7	27.4	28.5	29.6	26.2	26.5	22.3	22.9	26.6	29,425
Hour Load											
Under 6	29.4	30.7	33.6	41.8	31.6	22.4	25.9	35.6	35.1	31.6	35,005
6-11 hours	34.9	35.6	30.9	27.0	32.7	29.9	32.0	36.3	35.3	33.5	37,127
12 or more	35.0	33.6	35.2	30.5	35.2	46.3	42.6	27.7	29.4	34.4	38,077
Time of Day											
Day	47.4	37.5	43.8	29.5	48.7	41.1	47.0	40.9	38.5	42.9	47,440
Day/Evening	17.3	21.2	17.1	19.1	19.0	12.2	9.1	15.7	16.8	16.6	18,427
Evening	35.2	41.3	39.1	51.4	32.3	46.7	43.9	43.4	44.7	40.5	44,823
Enrollment	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

TABLE 13.2
STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1991
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	42.4	57.0	48.2	35.4	58.9	39.7	40.3	49.2	40.7	47.5	50,917
25 - 34	33.4	26.6	25.3	29.6	23.8	33.4	33.7	29.0	32.2	29.3	31,408
Over 34	24.2	16.5	26.4	35.1	17.2	26.9	26.0	21.8	27.0	23.2	24,869
Ethnicity											
Asian	26.0	22.5	16.9	6.8	15.7	1.3	14.5	14.2	11.2	16.0	17,151
Black	14.8	2.9	14.3	6.5	3.9	74.8	32.1	6.8	49.7	17.9	19,188
Hispanic	36.7	68.5	25.4	54.0	11.8	22.0	40.7	22.7	12.5	32.1	34,409
White	20.2	4.9	41.7	31.2	65.5	1.3	10.8	53.7	23.6	31.9	34,195
Sex											
Female	52.7	56.9	59.7	65.8	53.1	68.6	43.4	56.1	61.9	55.9	59,921
Male	47.3	43.1	40.3	34.2	46.9	31.4	56.6	43.9	38.1	44.1	47,272
Class Level											
Freshman	67.6	68.5	66.4	75.8	65.5	77.1	71.1	64.9	64.3	67.8	72,677
Sophomore	21.0	24.4	19.7	14.5	22.6	16.9	21.3	21.9	20.2	21.2	22,725
AA or Higher	11.5	7.0	13.9	9.8	12.0	6.0	7.5	13.2	15.4	11.0	11,791
Entering Status											
1st-Time	15.3	15.1	12.0	23.9	10.2	24.5	24.5	11.4	14.5	15.5	16,615
Transfer	7.3	5.3	11.1	8.2	9.4	5.7	5.4	12.0	10.2	8.9	9,540
Returning	8.0	8.1	14.2	8.9	6.8	11.7	7.8	15.1	12.3	10.1	10,826
Continuing	69.3	71.5	62.7	59.0	73.6	58.2	62.3	61.5	62.9	65.6	70,319
Unit Load											
Under 6	34.4	37.3	41.9	45.0	39.8	30.5	39.2	43.4	40.9	39.6	42,448
6-11 Units	36.1	37.5	32.8	25.0	31.5	46.6	35.0	34.0	35.2	34.5	36,982
Full-Time	29.5	25.2	25.2	30.0	28.7	22.9	25.7	22.6	23.9	25.9	27,763
Hour Load											
Under 6	28.8	31.0	33.7	41.8	33.7	22.5	24.0	36.4	33.9	31.6	33,873
6-11 Hours	34.8	36.1	32.1	25.7	31.2	30.5	32.4	35.1	35.8	32.9	35,266
Full-Time	36.3	32.8	34.2	32.3	35.1	46.9	43.6	28.5	30.3	34.6	37,089
Time of Day											
Day	46.6	41.7	40.6	28.9	47.9	44.6	47.7	39.8	35.4	43.2	46,307
Day/Evening	19.2	18.3	20.2	15.8	19.6	14.0	10.5	16.9	16.8	17.0	18,223
Evening	34.3	40.0	39.2	55.3	32.5	41.4	41.8	43.3	47.9	39.8	42,663
Enrollment	15,939	13,668	8,658	6,336	17,786	6,035	12,261	18,143	8,367	100.0	107,193

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

Instructional Programs

- Weekly Student Contact Hours (WSCH), like enrollment, underwent a decline in the last decade, and has not fully recovered. The percentage of Evening WSCH has grown by 5 points since 1985.

- Since 1984, Mathematics has had the greatest WSCH of any discipline or group of disciplines. English, PE/Health and the Business disciplines were next in 1990-91. ESL continues to grow, while the popularity of some occupational programs is fading.

- Hourly faculty hiring increase in high-demand areas, while they are reduced in others. Cutbacks in classes and hourly faculty help increase class size in some disciplines.

- Developmental WSCH is increasing in both volume and percentage of total WSCH, as the share of occupational WSCH declines. Liberal Arts WSCH is also increasing at most colleges.

- Summer session WSCH and enrollment in 1990 was the highest in six years. Demand continues to outstrip capacity.

- PACE has reached its highest enrollment ever, and continues to boost WSCH in liberal arts disciplines. Noncredit ESL has declined as Amnesty clients complete the program, but enrollment continues to increase in credit courses offered under five disciplines.

WSCH BY DAY AND EVENING PROGRAMS

Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and is the most common basis for calculating ADA. Districtwide, the amount of WSCH has been slowly but steadily recovering from the low point of 1985, and is approaching its 1980 level. This is occurring in spite of cutbacks in classes. But not all colleges have maintained a steady recovery, and City and Valley did not share in this year's overall increase.

District WSCH was at its peak in Fall 1975, when it rose to almost 1,500,000. Enrollment peaked in Fall 1981, at a level 2% above that of 1975. But WSCH in 1981 was 9% below the 1975 level. This discrepancy was brought about by changes in student characteristics. In 1975, 26% of District students were under 20 years, and 36% were carrying full-unit loads. The WSCH per enrollment that year was 10.8, a level that was not approached in the 1980s. By 1981, only 21% of students were under 20, the percentage of full loads had dropped to 25%, and WSCH per enrollment was down to 9.28. This increase in older students attending part-time has continued up to the present. It is also reflected in the shift from day to evening WSCH throughout the 1980s.

After 1975 day WSCH declined at a steeper rate than evening, and has recovered less well than evening WSCH from the 1985 districtwide low. This fall's increase in Evening WSCH is the fourth in a row in numbers and a third in percentages, but the rate of increase is smaller than in Fall 1989.

TABLE 14
WEEKLY STUDENT CONTACT HOURS BY DAY AND EVENING PROGRAMS
FALL 1968 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day WSCH											
1968	74.9	72.4	76.2	—	74.7	75.2	68.5	72.6	—	73.1	714,321
1970	77.2	62.1	78.0	—	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1986	69.0	67.9	62.1	35.5	70.7	55.6	75.4	62.6	55.5	65.9	623,627
1987	70.2	67.9	65.5	33.2	71.1	54.1	75.6	64.4	55.7	66.5	626,042
1988	68.4	69.8	65.5	39.3	71.1	52.7	72.6	63.8	54.6	65.9	631,552
1989	69.5	60.3	65.1	39.1	70.4	56.5	72.0	62.7	54.9	64.3	642,761
1990	66.8	5[illegible]6	66.0	41.1	70.7	54.5	71.3	63.9	56.0	63.8	634,851
Percent Evening WSCH											
1968	25.1	27.6	23.8	—	25.3	24.8	31.5	27.4	—	26.9	262,443
1970	22.8	37.9	22.0	—	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1986	31.0	32.1	37.9	64.5	29.3	44.4	24.6	37.4	44.5	34.1	323,317
1987	29.8	32.1	34.5	66.8	28.9	45.9	24.4	35.6	44.3	33.5	315,519
1988	31.6	30.2	34.5	60.7	28.9	47.3	27.4	36.2	45.4	34.1	326,625
1989	30.5	39.7	34.9	60.9	29.6	43.5	28.0	37.3	45.1	35.7	356,840
1990	33.2	41.4	34.0	58.9	29.3	45.5	28.7	36.1	44.0	36.2	371,859
Total WSCH											
1968	209,267	132,029	95,972	—	160,837	27,067	167,022	184,570	—	100.0	976,764
1970	216,509	145,240	108,573	—	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	941,561
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710

Source: Enrollment and Attendance Reports, 1968-1978 and computer report CCAF130, Office of Enrollment Management, Educational Services Division , 1983 through 1990. Enrollments do not include ITV.

FIGURE 14.1: DISTRICT DAY AND EVENING WSCH, FALL 1968 - FALL 1990

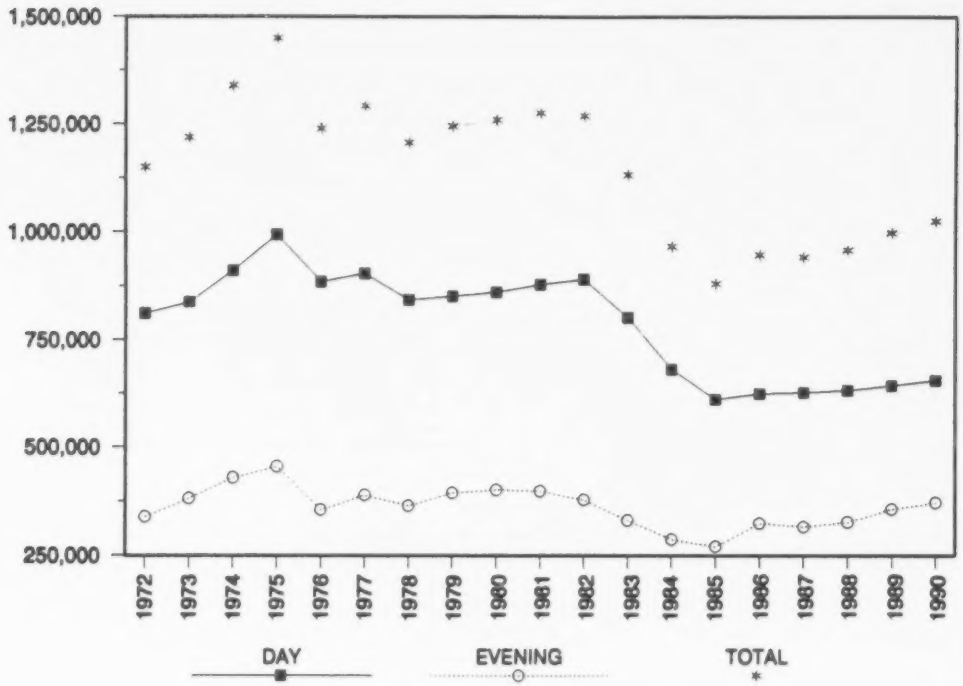
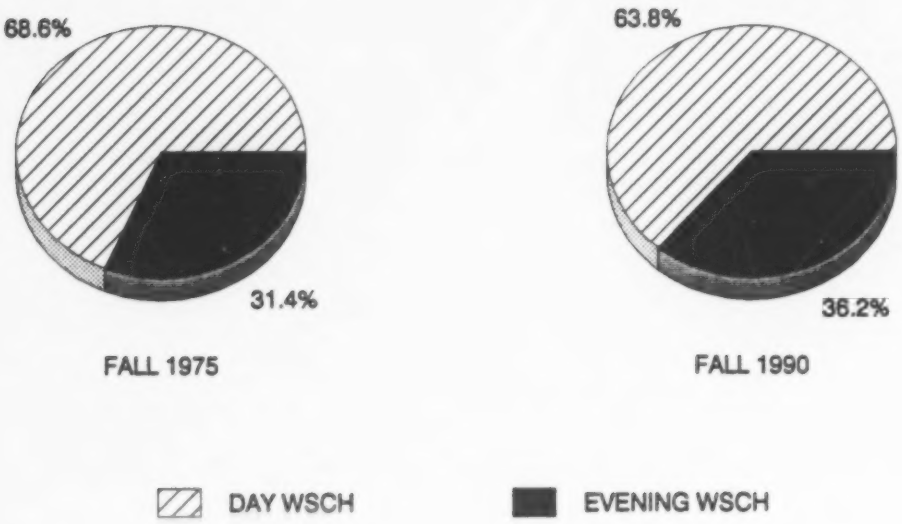


FIGURE 14.2: DISTRICT DAY AND EVENING WSCH PERCENTAGES, FALL 1975 AND FALL 1990



WSCH PER ENROLLMENT

During the past decade districtwide WSCH per student has fluctuated between 9.1 and 9.6, with an irregular downward trend; 1990-91 is the second year of slight increase. In most years, spring semesters have had lower rates than fall. The overall decrease since 1979 may have resulted from the lighter loads taken by more older, working students.

FIGURE 15: DISTRICT WSCH PER ENROLLMENT, FALL 1979 - FALL 1990

TABLE 15
WEEKLY STUDENT CONTACT HOURS PER ENROLLMENT
1979–80 THROUGH 1990–91

		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1979-80	Fall	8.47	12.27	9.50	6.34	9.26	9.47	12.09	8.62	8.17	9.63
	Spring	9.48	10.29	9.37	6.43	9.16	9.46	12.04	8.46	7.99	9.49
1980-81	Fall	7.61	12.27	9.28	6.19	9.40	9.56	12.24	8.57	8.15	9.51
	Spring	9.31	10.07	9.47	5.99	9.35	9.49	12.11	8.47	8.27	9.49
1981-82	Fall	8.05	11.67	9.04	5.80	9.21	9.42	11.66	8.22	7.77	9.28
	Spring	9.42	10.09	9.19	5.88	9.04	9.64	11.42	8.42	7.56	9.26
1982-83	Fall	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
	Spring	10.00	9.42	10.10	6.05	9.35	9.42	12.54	8.49	8.52	9.60
1983-84	Fall	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
	Spring	10.43	9.23	9.41	5.99	9.27	8.86	12.31	8.32	8.25	9.45
1984-85	Fall	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
	Spring	10.37	9.56	9.43	5.88	9.22	9.05	12.86	8.26	8.34	9.58
1985-86	Fall	10.24	9.47	9.54	6.30	9.37	9.23	12.57	8.35	8.63	9.59
	Spring	10.13	9.38	9.26	6.55	9.17	9.10	13.04	8.28	8.74	9.54
1986-87	Fall	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
	Spring	9.71	9.31	8.93	6.86	9.14	8.40	11.92	8.21	7.87	9.17
1987-88	Fall	9.84	9.13	9.49	6.66	9.32	8.47	11.91	8.38	7.71	9.21
	Spring	9.69	9.35	8.96	6.36	9.23	8.49	11.71	8.37	7.85	9.15
1988-89	Fall	9.35	9.18	9.04	6.84	9.36	8.55	11.47	8.41	7.98	9.13
	Spring	9.50	9.38	9.07	6.98	9.19	9.55	11.40	8.30	7.87	9.15
1989-90	Fall	9.60	9.37	9.21	7.45	9.30	9.60	11.20	8.40	8.21	9.24
	Spring	9.62	9.26	9.54	7.22	9.16	8.94	11.20	8.49	8.36	9.21
1990-91	Fall	9.42	9.26	9.47	7.69	9.19	9.75	11.11	8.52	8.64	9.28
	Spring	9.50	9.03	9.44	7.65	9.09	9.72	11.42	8.56	8.64	9.26

Source: Enrollment and Attendance Reports, Educational Services Division, 1974 through 1978, and Board of Trustees Informative Reports, compiled by the Office of Attendance Accounting, Educational Services Division, 1978 through 1990.

BEST COPY AVAILABLE

WSCH BY PROGRAM AREA

Table 16 lists the instructional program areas with WSCH over 10,000 in Fall 1990, in order of amount, while the bar graph in Figure 16 compares WSCH of this year's top 10 with their WSCH in 1981. The program areas consist of single disciplines or groups of closely related disciplines. The percentage change from 1981 represents a comparison of current WSCH with the year in which the District had its highest overall enrollment. Since ESL did not exist as a discipline in 1981, it could not be compared. However, ESL classes were offered and continue to be offered under other disciplines, including English, Developmental Communications and Speech, among others.

FIGURE 16: WSCH BY SELECTED PROGRAM AREA, FALL 1981 AND FALL 1990

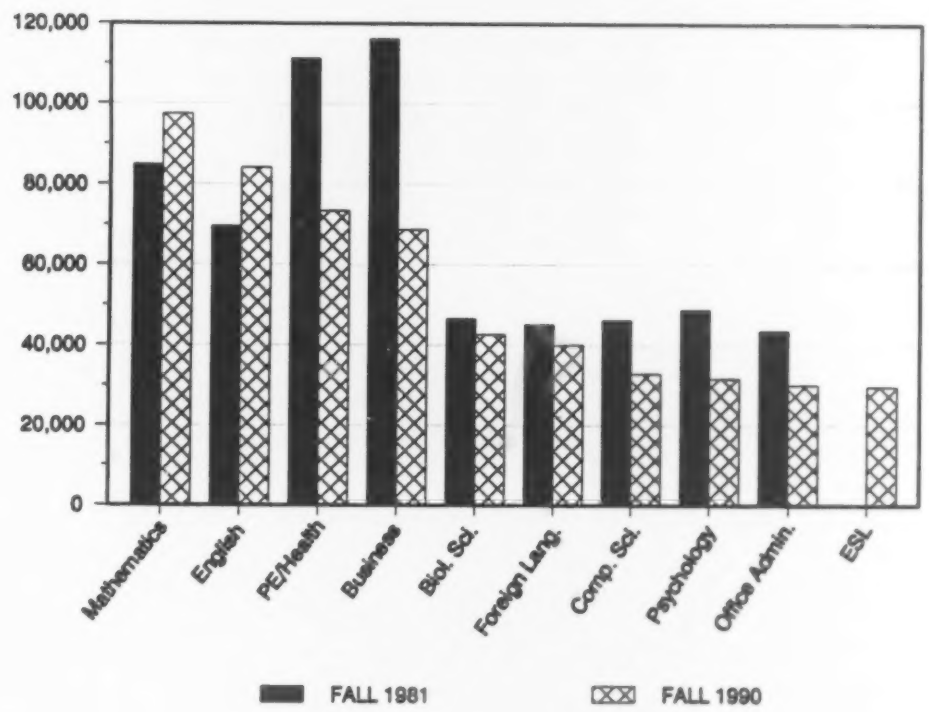


TABLE 16
WEEKLY STUDENT CONTACT HOURS (WSCH) BY SELECTED PROGRAM AREA
FALL 1981 – FALL 1990

Major Activity	Fall 1981	Fall 1985	Fall 1987	Fall 1988	Fall 1989	Fall 1990	% Change 1989-90	% Change 1981-90
Mathematics	84,764	78,154	94,458	89,473	96,336	97,375	1.1	14.9
English	69,497	66,893	75,777	79,859	86,448	84,074	-2.7	21.0
Physical Ed, Health	111,132	62,610	58,415	63,500	62,900	73,279	16.5	-34.1
Business	116,103	70,595	77,670	76,502	75,149	69,218	-7.9	-40.4
Biological Science	46,585	31,108	30,894	31,549	34,640	42,673	23.2	-8.4
Foreign Language	45,115	28,409	33,629	35,092	37,761	40,075	6.1	-11.2
Computer Sciences	46,311	34,250	34,585	33,385	34,221	32,815	-4.1	-29.1
Psychology	48,869	27,761	27,702	32,933	32,653	32,645	0.0	-33.2
Office Administration	43,607	30,132	28,914	29,456	28,671	30,173	5.2	-30.8
ESL	—	—	—	6,717	24,513	29,709	21.2	N/A
Art	44,928	24,892	27,284	26,450	26,413	27,810	5.3	-38.1
History & Social Science	32,766	20,481	22,642	24,163	27,669	26,345	-4.8	-19.6
Development Studies	19,580	10,139	18,119	22,145	22,899	25,290	10.4	29.2
Speech	24,695	19,968	25,135	33,711	24,681	24,239	-1.8	-1.8
Music	38,541	19,436	21,761	24,587	20,674	22,750	10.0	-41.0
Nursing	36,412	29,078	21,569	19,280	20,413	22,251	9.0	-38.9
Chemistry	28,629	20,491	19,808	18,887	19,698	21,870	11.0	-23.6
Philosophy	10,971	13,161	17,904	14,172	17,547	21,405	22.0	95.1
Consumer Studies	21,808	16,295	17,956	17,373	18,285	18,622	1.8	-14.6
Physical Science	19,695	14,028	20,226	13,572	18,059	18,499	2.4	-6.1
Child Development	14,662	11,630	13,971	15,129	16,160	17,327	7.2	18.2
Theater Arts, Cinema	21,715	13,799	15,183	17,911	14,085	15,064	7.0	-30.6
Political Science	18,376	11,877	13,892	20,979	14,958	14,999	0.3	-18.4
Electronics	34,468	24,460	20,447	17,381	15,191	14,023	-7.7	-59.3
Construction Trades	17,104	12,487	12,575	13,595	14,634	13,448	-8.1	-21.4
Sociology	17,262	9,554	11,062	12,030	13,981	13,046	-6.7	-24.4
Economics	12,710	9,282	10,353	10,770	11,898	12,135	2.0	-4.5
Humanities	7,490	6,117	11,112	5,840	9,758	11,830	21.2	57.9
Public Services	18,574	10,455	10,200	10,900	11,222	11,503	2.5	-38.1
Automotive	20,891	14,577	11,626	11,083	10,616	11,242	5.9	-46.2
Subtotal	1,073,260	742,119	804,869	828,424	862,133	895,734	3.9	-16.5
Total of Remaining Disciplines	204,857	139,733	135,606	128,797	135,448	135,453	5.2	-33.9
District Total	1,278,117	881,852	940,475	957,221	997,581	1,031,187	4.2	-21.9

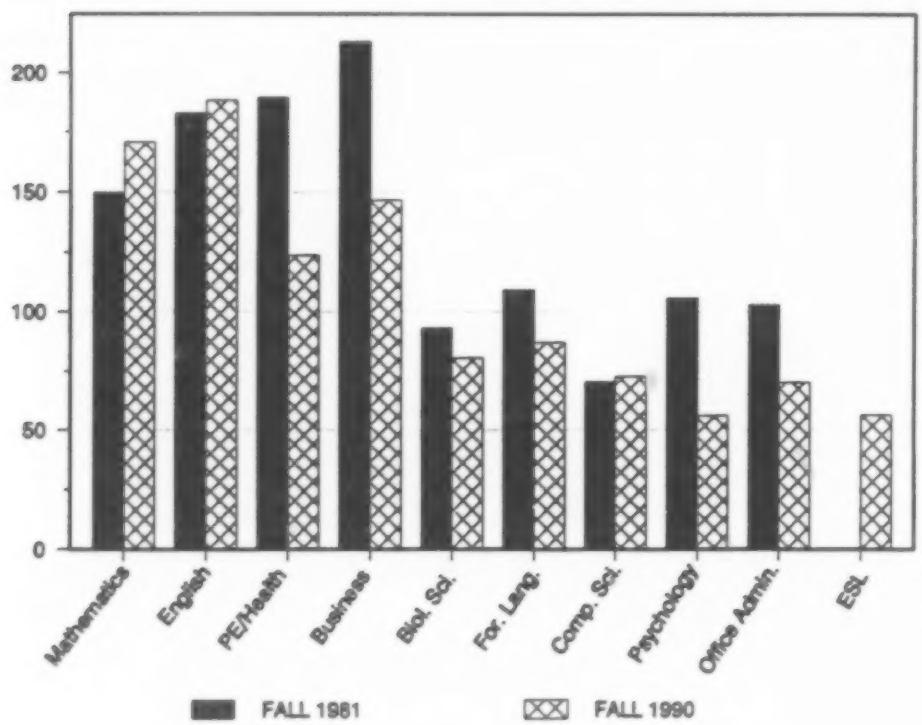
Source: Office of Research and Planning

STAFFING PATTERNS BY PROGRAM AREA

The activities in Tables 17.1 and 17.2 are listed in the same order as in Table 16, and the disciplines in Figrure 17.1 and 17.2 are the same top 10 as in Figure 16, with comparisons here in full-time equivalent (FTE) faculty, and average class size. The percentages of regular faculty represent faculty who have full-time continuing assignments, as opposed to part-time hourly instructors.

Trends in faculty size by discipline have followed those in WSCH, with some exceptions. Differences in rank are caused by discrepancies in contract load, as well as variations in average class size.. More hours of instruction by fewer faculty are offered uner Physical Education and Health than under Business because the 18-hour load of PE/Health is greater than the 15-hour load of Business and most other liberal arts disciplines. Conversely, English has more faculty than Mathematics because its load is only 12 hours per week.

FIGURE 17.1: REGULAR FTE FACULTY BY SELECTED PROGRAM AREA, FALL 1981 AND FALL 1990



51

TABLE 17.1
STAFFING PATTERNS BY SELECTED PROGRAM AREA, FALL 1981 – FALL 1990

Activity	Faculty (Full-time Equivalents)						% Regular Faculty	
	1981	1985	1987	1988	1989	1990	1981	1990
Mathematics	149.7	151.3	169.3	173.8	182.3	170.6	66.8	56.7
English	182.9	174.9	194.5	197.9	212.2	188.3	69.7	48.5
Physical Ed, Health	189.5	126.1	107.3	120.9	125.9	123.6	78.5	81.7
Business	213.2	156.5	164.9	158.7	164.3	146.4	38.8	45.1
Biological Science	93.0	79.3	79.7	71.5	75.7	80.6	71.1	65.3
Foreign Language	109.0	78.7	79.0	81.1	86.9	86.9	56.4	55.0
Computer Sciences	70.4	73.7	77.2	74.1	78.6	72.6	42.6	51.1
Psychology	105.7	65.8	52.9	60.5	60.9	56.1	71.2	78.1
Office Administration	102.9	78.6	67.9	71.8	68.3	70.3	57.2	53.6
ESL	—	—	—	4.6	51.5	56.4	N/A	61.2
Art	104.4	60.7	64.6	66.7	67.3	62.3	60.5	70.0
History & Social Science	65.6	49.0	40.2	45.0	48.5	44.2	84.3	80.1
Developmental Studies	34.9	27.6	44.8	50.1	48.8	51.9	49.7	60.2
Speech	57.8	45.6	49.7	65.3	51.0	46.4	67.4	61.2
Music	90.7	58.4	59.1	64.8	58.3	57.8	62.7	74.6
Nursing	155.5	124.1	91.2	84.5	85.5	82.8	85.2	89.8
Chemistry	61.2	49.3	48.5	51.7	48.6	50.6	75.3	70.8
Philosophy	24.4	24.4	29.6	27.2	30.3	33.3	84.4	79.2
Consumer Studies	47.5	31.6	33.4	37.3	34.7	34.2	68.1	71.7
Physical Science	41.5	29.5	34.4	25.3	30.4	29.2	74.0	77.2
Child Development	31.3	26.3	28.8	29.9	28.4	30.2	57.3	59.0
Theater Arts, Cinema	51.9	38.6	35.5	41.0	36.4	39.1	67.1	64.4
Political Science	33.9	25.9	24.3	34.0	26.3	24.7	80.3	81.7
Electronics	58.9	53.4	52.9	49.8	46.2	42.0	58.1	61.1
Construction Trades	27.2	23.8	24.2	26.6	24.0	23.4	70.0	68.4
Sociology	37.0	23.2	21.6	22.6	24.4	22.0	80.4	76.4
Economics	22.0	18.8	18.9	18.3	20.6	20.3	72.7	73.4
Public Services	35.0	24.0	21.0	21.6	23.8	23.5	33.5	24.7
Automotive	39.4	34.2	26.0	25.3	22.7	22.4	74.8	77.2
Subtotal	2,236.4	1,753.1	1,741.1	1,801.8	1,862.9	1,791.9	65.5	61.9
Total of Remaining Disciplines	470.1	364.2	337.4	332.7	340.8	329.5	67.9	71.1
District Total	2,706.5	2,117.3	2,078.5	2,134.5	2,203.7	2,121.4	65.9	63.4

Source: Office of Research and Planning

Note: Sorted by Fall 1990 WSCH. All FTE (full-time equivalent) are active assignments in the classroom.

CLASS SIZE BY PROGRAM AREA

Class size varies according to the nature and needs of the particular discipline. Some vocational programs, and disciplines with combined lab or studio classes like Chemistry, Music and Art, tend to have smaller class size. Classroom-based disciplines experiencing enrollment surges may have larger class sizes, as have Mathematics, English, and any disciplines in PACE programs. This year disciplines like Computer Science, Chemistry and Electronics, which had been declining for years, experienced an increase in class size. Analysis of courses within disciplines has shown that applied computer courses have increased their enrollment, reflecting the growing use of newly available microcomputer software, and the subsequent reduced need for programmers.

FIGURE 17.2: CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 - FALL 1990

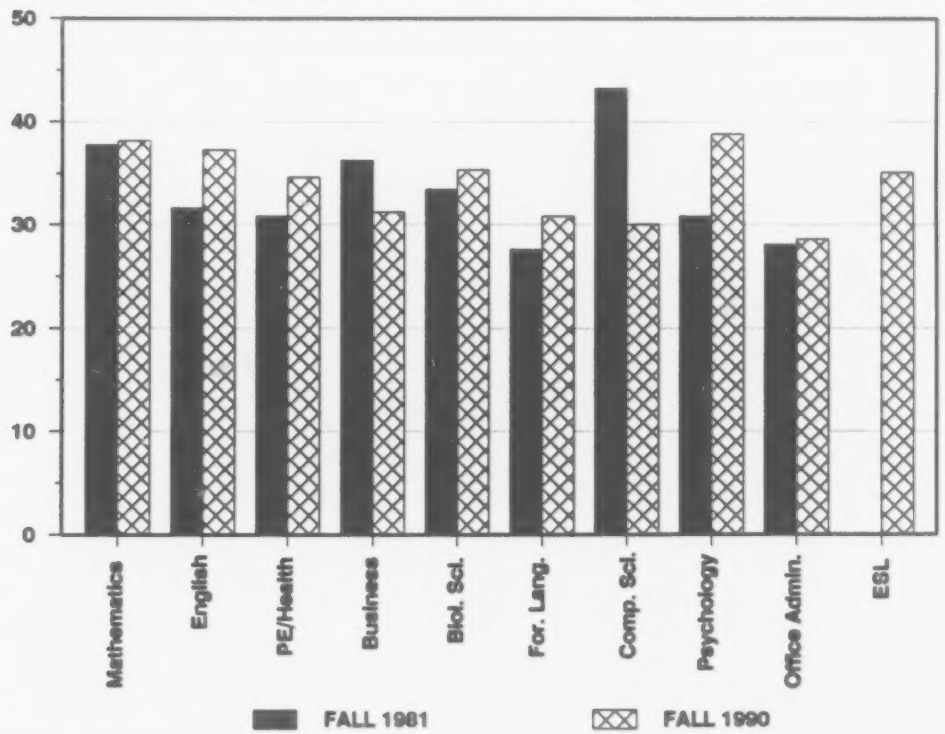


TABLE 17.2
CLASS SIZE BY SELECTED PROGRAM AREA, FALL 1981 – FALL 1990

Activity	Enrollment/Weekly Faculty Contact Hour						% Change	
	1981	1985	1987	1988	1989	1990	1989-90	1981-90
Mathematics	37.7	34.4	37.2	34.3	35.2	38.1	8.0	0.9
English	31.6	31.9	32.5	33.6	34.0	37.2	9.5	17.7
Physical Ed, Health	30.8	28.8	31.6	30.3	28.9	34.6	19.5	12.2
Business	36.2	29.8	31.1	31.6	31.1	31.2	0.3	-13.7
Biological Science	33.4	26.2	25.8	29.4	31.8	35.3	11.1	5.7
Foreign Language	27.6	24.1	28.4	28.7	29.4	30.8	4.5	11.4
Computer Sciences	43.2	30.6	29.5	30.0	28.5	30.0	5.0	-30.6
Psychology	30.8	28.1	34.9	36.3	35.8	38.8	8.5	26.0
Office Administration	28.1	25.6	28.4	27.8	28.3	28.6	1.0	1.8
ESL	—	—	—	42.7	28.5	35.1	23.1	N/A
Art	27.5	25.8	26.5	24.8	24.8	28.3	13.8	2.8
History & Social Science	33.3	27.8	37.5	35.8	38.1	39.7	4.4	19.3
Developmental Studies	40.2	30.0	33.0	32.7	41.9	39.1	-6.8	-2.7
Speech	28.5	29.2	33.7	34.4	32.2	34.8	8.0	22.2
Music	28.3	22.2	24.5	25.3	23.6	26.2	10.9	-7.3
Nursing	13.0	13.0	13.1	12.8	13.3	14.9	12.6	14.8
Chemistry	31.2	27.7	27.2	24.3	27.0	28.8	6.7	-7.6
Philosophy	30.0	36.0	40.3	34.7	38.6	42.9	11.3	43.0
Consumer Studies	26.2	28.7	29.2	25.1	28.6	29.1	2.0	11.2
Physical Science	31.2	31.7	39.2	35.7	40.8	42.3	3.7	35.5
Child Development	31.2	29.5	32.4	33.6	38.4	38.3	-0.2	22.7
Theater Arts, Cinema	27.9	23.8	28.5	29.7	25.8	25.7	-0.5	-8.0
Political Science	36.1	30.5	38.1	41.1	37.9	40.4	6.8	12.0
Electronics	35.0	28.1	23.6	20.9	20.0	20.2	1.2	-42.2
Construction Trades	30.1	25.2	25.0	24.3	29.1	27.4	-6.0	-9.0
Sociology	31.1	27.5	34.1	35.5	38.2	39.5	3.5	27.1
Economics	38.5	32.9	36.5	39.3	38.3	39.9	4.0	3.5
Humanities	26.9	33.4	38.5	31.7	39.2	42.7	9.0	58.8
Public Services	35.3	29.1	32.4	33.7	31.2	32.7	4.7	-7.4
Automotive	27.6	21.7	22.5	22.0	24.1	25.9	7.4	-6.2
District Average Class Size	29.8	23.0	24.8	23.3	29.3	31.4	7.2	5.4

Source: Office of Research and Planning

Note: Sorted by Fall 1990 WSCH. Enrollment per weekly faculty contact hour approximates class size.

WSCH BY COURSE CLASSIFICATION

The classifications of courses cited in Table 18 and its accompanying figures are derived from the *Directory of Educational Programs and Courses*, published by the Office of Curriculum and College Relations, Educational Services Division. Some courses are offered on a trial basis before completing the approval process, which includes coding for classification. Colleges offering these courses show less than 100% coded WSCH.

There are seven letter symbols in the course data base designated by the State to classify a course's primary objective. When applied to WSCH, they can also be used as a measure of student purpose. Here, they have been collapsed to three categories: Prerequisite and Developmental, which includes B,C,D and F courses; Liberal Arts, including A and H courses; and Occupational, which includes only I courses.

Most of the courses included under Prerequisite and Developmental are designed to meet the academic and personal needs of educationally disadvantaged or otherwise handicapped students. These courses include basic skills and developmental classes below college level, in English, English as a Second Language (ESL), Math, Speech, and Learning Skills, as well as special education classes for various categories of disabled students. Also included in this category are personal development classes taught by counselors and not linked to academic programs, and practical courses dealing with parenting and family support. The WSCH in these courses is very small, not amounting to more than a few thousand districtwide in any year. All the WSCH listed here under Prerequisite and Developmental is in credit classes.

The Occupational category includes courses intended to prepare students for a career or occupation without the need for subsequent training or education in an institute of higher education. Some of these courses may be transferable to equivalent vocational programs offered in California State University (CSU) institutions; none are transferable to the University of California (UC).

The Liberal Arts and Sciences classification includes all courses offered at the freshman and sophmore level at four-year colleges. These are all transferable, either to both CSU and UC institutions, or to CSU schools only.

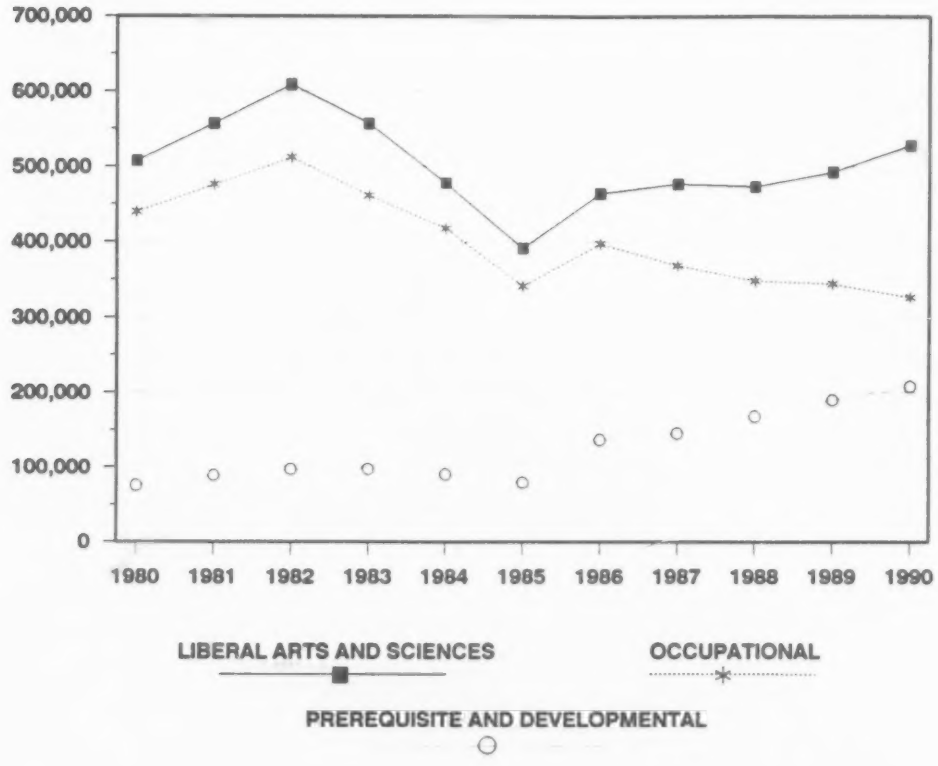
TABLE 18
WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE CLASSIFICATION AND COLLEGE
FALL 1980 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	75,345
1985	13.4	13.3	9.5	14.3	5.0	14.9	6.7	7.8	12.0	9.5	78,749
1986	17.6	17.3	16.4	17.1	9.2	20.3	9.1	12.0	14.2	13.6	135,749
1987	18.7	17.9	16.4	16.8	10.1	28.2	9.8	12.9	14.1	14.6	144,411
1988	21.5	19.7	17.9	19.7	11.4	38.4	13.8	12.9	14.6	16.9	167,519
1989	25.8	19.6	18.1	29.3	11.8	36.3	14.5	12.6	15.7	18.2	182,132
1990	26.2	19.8	18.0	34.3	10.6	41.4	15.7	12.6	17.9	19.3	197,727
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	439,421
1985	36.5	33.2	30.7	35.2	34.5	42.9	76.6	32.3	46.2	42.1	340,682
1986	35.6	31.4	28.8	31.1	32.2	40.1	74.7	31.1	46.0	39.9	396,925
1987	33.1	28.5	28.4	30.0	30.1	34.6	73.4	28.7	41.3	37.2	368,098
1988	32.2	25.5	27.9	30.3	28.6	26.3	68.7	29.0	38.8	35.2	348,133
1989	29.7	25.9	29.0	27.7	28.0	28.9	66.8	28.3	38.8	34.4	344,254
1990	28.8	22.8	26.3	24.3	27.8	22.9	62.4	27.3	34.8	31.8	326,508
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	507,204
1985	50.1	53.5	57.2	50.4	60.5	42.2	16.8	59.9	41.7	48.2	390,602
1986	46.8	51.3	54.7	51.8	58.6	39.6	16.2	56.9	39.8	46.5	463,314
1987	48.3	53.6	55.2	53.2	59.8	37.2	16.7	58.4	44.6	48.1	475,722
1988	46.4	54.8	54.2	50.0	60.0	35.3	17.5	58.0	46.6	47.8	472,771
1989	44.5	54.5	52.9	43.0	60.2	34.8	18.8	59.1	45.5	47.3	473,214
1990	45.0	57.4	55.6	41.4	61.6	35.7	21.9	60.0	47.3	48.9	502,475
Percent of WSCH Coded by Course Classification											
1980	83.9	87.9	80.8	72.5	79.5	81.3	75.3	83.0	78.5	81.1	1,021,970
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	810,032
1986	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	995,988
1987	100.0	99.2	100.0	99.9	100.0	100.0	100.0	100.0	100.0	99.5	988,231
1988	99.1	99.5	99.5	99.6	98.8	99.4	99.9	98.9	99.4	99.3	988,424
1989	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	999,601
1990	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1,026,710
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	813,476
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	995,988
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	989,204
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	995,795
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1990, Data Processing Branch, Business Services Division.

Note: Proportions for 1980 should be regarded with caution, because of the large number of courses which were not classified.

FIGURE 18: DISTRICT WSCH BY COURSE CLASSIFICATION, FALL 1980 - FALL 1990



WSCH BY COURSE TRANSFER STATUS

The transfer status of a course represents the extent it can be accepted for credit at four-year institutions. Transferable courses are usually equivalent to lower-level offerings at four-year schools. The courses transferable to both CSU and UC can be considered the equivalent of the liberal arts and sciences category, although they include some transferable vocational offerings. Many of the courses transferable to CSU only can serve as prerequisites of CSU career-oriented programs in fields like business, health occupations or journalism. The non-transferable courses contain many occupational offerings as well as prerequisite and developmental; enrollment trends in the latter category seem to have driven increases in non-transferable WSCH in recent years. But most of this year's WSCH surge is in CSU and UC transferable courses.

FIGURE 19: DISTRICT WSCH BY COURSE TRANSFER STATUS, FALL 1980 - FALL 1990

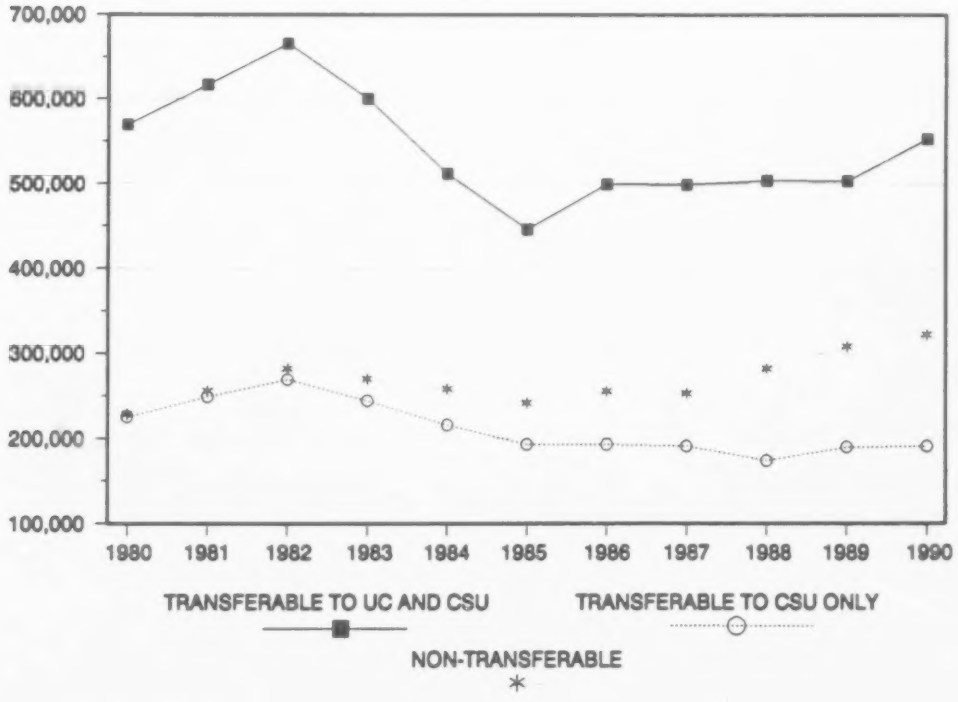


TABLE 19
WEEKLY STUDENT CONTACT HOURS (WSCH) BY COURSE TRANSFER STATUS AND COLLEGE
FALL 1980 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transferable to UC and CSU											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	569,193
1985	50.8	58.4	54.9	51.5	64.4	47.0	18.9	63.1	44.2	50.7	446,147
1986	54.2	59.7	55.8	59.0	66.8	43.7	19.7	63.6	45.1	52.7	498,877
1987	54.2	58.7	57.9	55.5	66.1	40.9	19.0	64.0	50.2	52.9	498,242
1988	52.4	59.6	56.3	51.8	66.1	38.1	20.0	63.5	51.9	52.5	502,952
1989	48.3	57.2	55.1	44.1	64.6	36.4	21.0	61.1	49.2	50.3	502,602
1990	49.2	59.3	55.7	38.7	66.9	38.7	23.9	63.1	52.3	51.9	532,869
Percent Transferable to CSU Only											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	224,739
1985	24.9	2[illegible].3	24.8	25.5	22.6	25.3	11.8	25.3	18.3	21.9	192,600
1986	21.9	20.7	25.2	17.0	20.0	28.5	11.4	23.6	20.7	20.4	192,759
1987	21.4	20.7	24.0	17.8	20.6	26.5	10.9	22.8	22.4	20.2	190,566
1988	19.3	16.0	20.3	18.6	18.2	22.0	10.9	20.4	23.1	18.1	173,294
1989	19.3	18.9	21.9	19.3	18.5	20.7	10.6	23.1	22.3	19.0	189,453
1990	18.7	17.5	22.0	21.4	18.8	15.5	10.4	21.2	16.8	17.9	183,551
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	228,008
1985	24.3	17.3	20.3	23.0	13.0	27.7	69.3	11.6	37.5	27.4	241,522
1986	23.8	19.6	19.0	24.0	13.2	27.8	68.9	12.8	34.2	27.0	255,308
1987	24.4	20.6	18.1	26.7	13.3	32.6	70.1	13.2	27.4	26.8	252,753
1988	28.3	24.5	23.4	29.6	15.7	39.9	69.1	16.1	25.0	29.4	281,930
1989	32.5	23.8	23.0	36.6	16.9	42.9	68.5	15.8	28.6	30.8	307,546
1990	32.1	23.3	22.2	39.8	14.3	45.7	65.7	15.6	30.9	30.2	310,290
Total WSCH											
1980	171,627	134,831	88,277	14,507	172,306	54,346	151,702	159,927	74,417	100.0	1,021,940
1985	133,906	102,849	69,731	19,978	150,280	26,527	135,582	124,326	50,297	100.0	880,269
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	946,944
1987	149,265	126,196	85,705	35,724	179,203	40,559	144,090	159,222	69,239	100.0	941,561
1988	148,910	131,384	82,019	35,985	177,809	47,651	142,594	157,045	72,396	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1990, Data Processing Branch, Business Services Division. Proportions for 1980 should be regarded with caution, due to the larger numbers of courses that could not be coded by course classification.

BEST COPY AVAILABLE

SUMMER SESSION ENROLLMENT AND WSCH

Because the summer session is only six weeks long, most of its classes require three times more weekly time than is needed during the fall and spring semesters. Summer session WSCH is consequently greater, but its literal display can be misleading in comparing summer productivity to other semesters. The figures listed in Table 20 and its graphs have been adjusted to display the equivalent of regular semester WSCH. The raw numbers are divided by three, since the six-week summer session is a third the length of an eighteen-week semster, and most classes meet nine hours a week instead of three.

The scope of summer programs cannot be ascertained until final funding is determined for the preceding spring semester. Although summer session WSCH and enrollment have increased substantially in recent years, they stand at little more than half their 1975 level. There has been sharp growth in some years, but uncertainty of funding has prevented any sustained recovery. In 1978, following passage of Proposition 13, no summer session was offered at all. In general, fluctuations in the size of enrollment and WSCH represent differences in the number of classes offered. Class size is typically above average in summer, in part because lecture classes predominate, but also because demand for classes exceeds supply.

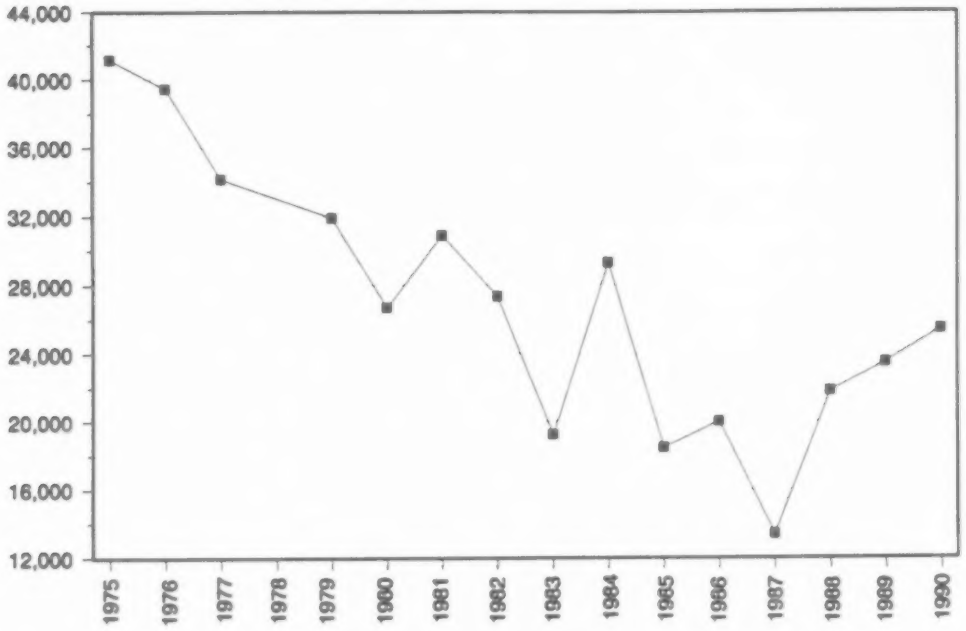
TABLE 20
SUMMER SESSION ENROLLMENT AND WSCH
1975 – 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2,556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,1°9	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404
1988	3,940	2,847	2,123	892	3,993	1,133	1,824	3,456	1,618	21,826
1989	4,287	3,174	2,297	811	4,511	983	1,772	3,837	1,819	23,491
1990	4,284	3,088	2,422	849	4,755	1,347	1,993	4,494	2,206	25,438
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,999	7,713	2,999	6,850	7,555	2,975	50,664
1988	15,309	10,962	8,566	2,484	15,077	4,855	7,655	13,433	5,720	84,061
1989	17,054	12,413	9,015	2,603	17,244	3,938	7,430	14,974	6,853	91,524
1990	17,339	12,108	9,159	2,939	18,201	5,641	8,800	17,771	7,975	99,932

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1990. Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division.

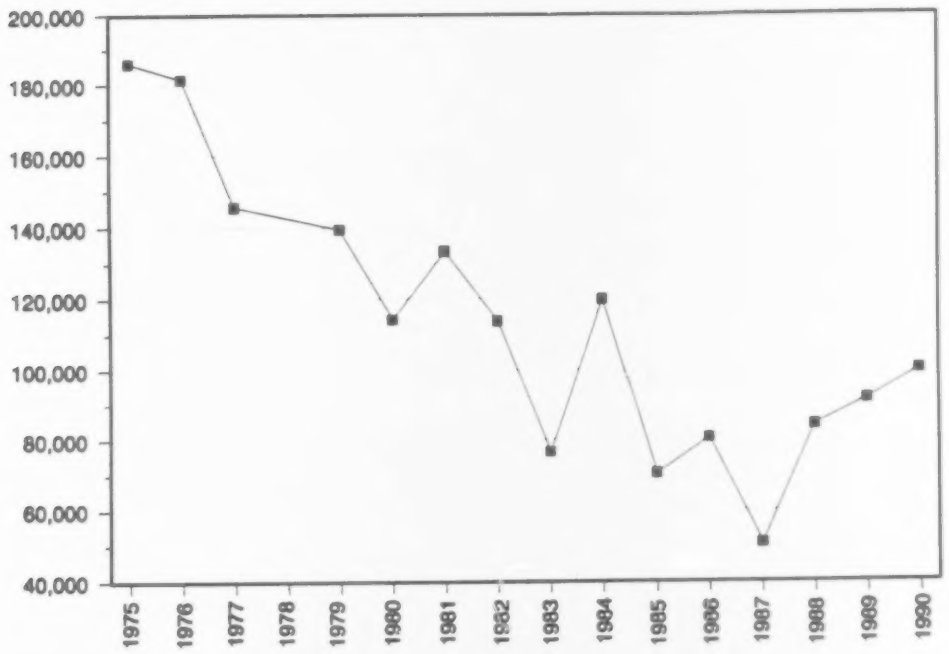
Note: Converted to semester equivalent to allow for the six-week length of the summer session, and consequent greater WSCH. No summer session was offered in 1978.

FIGURE 20.1: DISTRICTWIDE SUMMER SESSION ENROLLMENT, 1975 - 1990



NOTE: No Summer Session was offered in 1978.

FIGURE 20.2: DISTRICTWIDE SUMMER SESSION WSCH, 1975 - 1990



NOTE: No Summer Session was offered in 1978.

PACE WSCH

The Project for Adult College Education (PACE) was developed in Michigan community colleges to better enable adults working full-time to earn a college degree in the shortest possible time. The Program calls for students to earn 60 units of general education credit in five semesters of 12 units each, attending evening classes and weekend conferences, and viewing instructional television tapes two hours a week. The transfer courses offered fulfill lower-level general education requirements for the upper-division components of the PACE program offered by participating CSU institutions. The four courses given each semester are selected to make up a theme, such as Culture and Identity or Changing Life on Earth, and are team-taught by specially hired instructors.

Since its inception at Harbor in 1983, the PACE program has attracted many new students, and has provided dramatic enrollment and WSCH increases in the transfer disciplines included in its curricula. After tripling its enrollment at Harbor within two years, PACE began at East, Mission, Pierce, Southwest and West in Fall 1986. Trade-Tech joined the program in Fall 1989.

The greatest semester WSCH at any college was at Mission in Fall 1987. Mission's program has had the largest fall semester enrollment for the last four years. Among disciplines, Humanities has benefited most consistently from PACE; it has been included every semester at most colleges. English and History respectively are the next most offered subjects. The biggest districtwide semester WSCH has been in mathematics, in Fall 1987.

FIGURE 21.1 DISTRICT PACE WSCH, FALL 1983 - FALL 1990

TABLE 21.1
PACE PROGRAM WSCH BY COLLEGE AND DISCIPLINE
FALL 1983 – FALL 1990

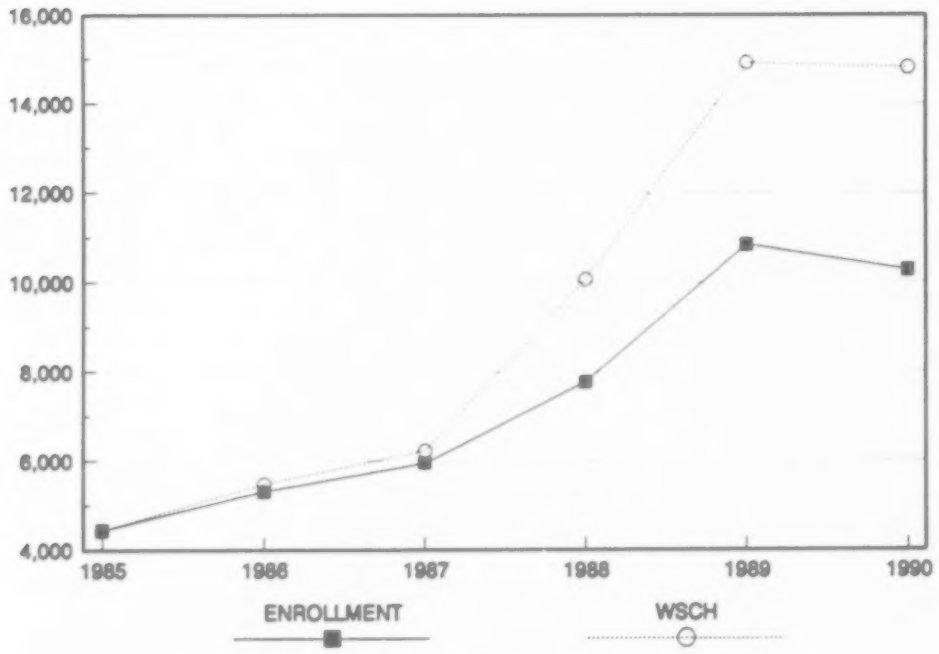
Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
FALL 1983								
Total		1,926						1,926
FALL 1984								
Total		2,919						2,919
FALL 1985								
Total		6,258						6,258
FALL 1986								
Total	3,147	7,005	2,997	5,562	3,126		4,470	26,307
FALL 1987								
Total	4,215	6,232	8,790	4,907	3,211		4,941	32,296
FALL 1988								
Total	4,164	5,502	6,780	4,212	3,123		4,818	28,599
FALL 1989								
Total	3,603	5,172	6,396	4,143	2,034	2,079	3,837	27,264
FALL 1990								
Biology	2,136		1,926		873		1,293	6,228
Health	1,304	936		1,347	834		1,364	5,785
Art					891			891
English	783	501			48	750		2,082
Philosophy	1,026	708	1,941	1,356	879		1,074	6,984
Physical Science		693						693
Environmental Sci.			1,944					1,944
Anthropology				1,338		753		2,091
Economics		561				741		1,302
History		552						552
Humanities		1,230	1,932	1,356		741	1,026	6,285
Total	5,249	5,181	7,743	5,397	3,525	2,985	4,757	34,837

Source: Office of Research and Planning

ESL WSCH

Until 1988, courses in English as a Second Language (ESL) were offered under three major disciplines: English, Developmental Communications, and Speech. At City and East, some ESL reading classes were given by Psychology instructors. There were also ESL components in the labs and exercises conducted under Learning Skills, and some specialized vocabulary classes in occupational fields. In 1988 the State approved and condoned ESL as a separate discipline with its own certification. But only a small minority of ESL classes were offered as the new discipline that fall, and even in 1990 almost half of ESL WSCH is still not credited to ESL. Only the expansion of non-credit ESL offered under the Amnesty program keeps the new discipline in the majority of ESL WSCH.

FIGURE 21.2: DISTRICT ESL ENROLLMENT AND WSCH, FALL 1985 - FALL 1990



NOTE: WSCH normed to 1985 enrollment, for comparison of trends.

TABLE 21.2
ESL WSCH BY COLLEGE AND DISCIPLINE
FALL 1985 – FALL 1990

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Developml. Comm.	4,571	102		938		456				5,611
English	5,456	3,416	414	582	854	44	1,280	2,438	465	14,949
Learning Skills	31									31
Speech	2,016	687	177	75	96	183	150	231	84	3,516
TOTAL	**12,074**	**4,205**	**591**	**1,595**	**950**	**44**	**1,430**	**2,669**	**549**	**24,107**
FALL 1986										
Developml. Comm.	4,957	216		1,596		456	2,003			7,225
English	5,931	3,763	344	1,291	1,120	125	1,913	3,167	920	18,574
Learning Skills	4									4
Speech	2,211	636	216	132		183	90	414	33	3,915
Subtot. Credit ESL	13,103	4,615	560	3,019	1,120	764	2,003	3,581	953	29,718
Noncredit ESL	84									84
TOTAL	**13,187**	**4,615**	**560**	**3,019**	**1,120**	**764**	**2,003**	**3,581**	**953**	**29,802**
FALL 1987										
Developml. Comm.	4,683	360	39	2,022		1,318				8,422
English	5,666	3,884	984	981	1,093	133	1,900	3,254	1,160	19,055
Speech	2,229	690	138	168	135	678	222	1,197	84	5,541
Subtot. Credit ESL	12,578	4,934	1,161	3,171	1,228	2,129	2,122	4,451	1,244	33,018
Noncredit ESL	495	402	400	1,767		4,838				895
TOTAL	**13,073**	**4,934**	**1,561**	**3,171**	**1,228**	**2,129**	**2,122**	**4,451**	**1,244**	**33,913**
FALL 1988										
Developml. Comm.	5,583	402	78	1,767		4,838	3,765			12,668
English	5,428	2,856	1,086	1,185	1,073	513		3,496	1,654	17,291
Learning Skills	214									
ESL	2,823	522	192	378	219	2,868	3,765	1,293	246	3,765
Psychology	13,834	180	1,356	3,330	1,292	8,219	3,765	4,789	1,900	180
Speech	2,823	522	192	378	219	2,868	138	1,293	246	8,679
Subtot. Credit ESL	14,048	3,960	1,356	3,330	1,292	8,219	3,903	4,789	1,900	42,797
Noncredit ESL	9,225	3,960	795	3,330	1,292	8,219	2,013	4,789	1,900	12,033
TOTAL	**23,273**	**3,960**	**2,151**	**3,330**	**1,292**	**8,219**	**5,916**	**4,789**	**1,900**	**54,830**
FALL 1989										
Developml. Comm.	9,326	768	273		1,483			3,658	1,691	10,367
English	7,252	3,986	1,172		1,483			3,658	1,691	19,242
ESL				9,510		12,300	2,187		516	24,513
Psychology		537								537
Speech	2,937	699	189	129	330		87	1,434	207	6,012
Subtot. Credit ESL	19,515	5,990	1,634	9,639	1,813	12,300	2,274	5,092	2,414	60,671
Noncredit ESL	7,114			4,439	1,072	585	6,642	324	351	20,527
TOTAL	**26,629**	**5,990**	**1,634**	**14,078**	**2,885**	**12,885**	**8,916**	**5,416**	**2,765**	**81,198**

Continued on Next Page

TABLE 21.2 (Continued)

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1990										
Developmi. Comm.	10,181	1,866	306					246		12,599
English	7,051	4,144	1,142		1,939			3,185		17,461
ESL				8,085		13,743	3,771		4,110	29,709
Psychology		795								795
Speech	2,697	798	243	141	240			1,254		5,373
Subtot. Credit ESL	19,929	7,603	1,691	8,226	2,179	13,743	3,771	4,685	4,110	65,937
Noncredit ESL	66		664	6,278		516	6,780	106	228	14,638
TOTAL	19,995	7,603	2,355	14,504	2,179	14,259	10,551	4,791	4,338	80,575

Source: Office of Research and Planning

TABLE 21.3
UNDUPLICATED ESL ENROLLMENT BY COLLEGE AND CREDIT STATUS
FALL 1985 – FALL 1990

Year and Status*	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Credit	2,011	785	130	328	211	10	287	556	111	4,429
Total*	2,011	785	130	328	211	10	287	556	111	4,429
FALL 1986										
Credit	2,101	866	129	491	233	158	400	750	162	5,290
NonCredit	13									13
Total	2,114	866	129	491	233	158	400	750	162	5,303
FALL 1987										
Credit	2,071	941	224	564	269	314	426	790	192	5,791
NonCredit	84		76							160
Total	2,155	941	300	564	269	314	426	790	192	5,951
FALL 1988										
Credit	2,233	772	264	586	281	1,081	432	841	273	6,763
NonCredit	596		157				263			1,016
Total	2,829	772	421	586	281	1,081	695	841	273	7,779
FALL 1989										
Credit	2,871	1,149	334	882	398	1,054	265	941	339	8,233
NonCredit	1,219			501	66	89	601	75	61	2,612
Total	4,090	1,149	334	1,383	464	1,143	866	1,016	400	10,845
FALL 1990										
Credit	2,876	1,397	319	768	468	1,218	1,062	778	518	9,404
NonCredit	9		145	593				123		870
Total	2,885	1,397	464	1,361	468	1,218	1,062	901	518	10,274

Source: Office of Research and Planning

*Students enrolled in both credit and noncredit classes are counted as credit students only. There were no noncredit ESL offerings in Fall 1985.

DISTRICT ITV ENROLLMENT AND WSCH

Instructional Television (ITV) offerings are broadcast usually in the early morning hours. Patterns of enrollment and WSCH often do not match those of campus-based programs. Spring semesters have usually had larger enrollments than fall. Summer WSCH should be divided by 3 to obtain an approximate equivalent to the other two semesters; this adjustment would give it the lowest WSCH of the three semesters in all years.

TABLE 22
DISTRICT INSTRUCTIONAL TELEVISION (ITV) ENROLLMENT AND WSCH.
1971–72 THROUGH 1990–91

	-------Summer------		--------Fall--------		---------Spring-----	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72			1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	9,358	1,635	6,293	1,217	4,822
1982-83	352	3,178	907	4,000	1,510	6,684
1983-84	731	6,688	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	5,816	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168
1988-89	399	3,904	678	2,616	885	3,564
1989-90	575	6,016	652	2,550	677	2,715
1990-91	643	6,632	795	3,465	970	4,122

Source: Enrollment and Attendance Reports, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1979 - 1991.

FIGURE 22.1: DISTRICT ITV ENROLLMENT, FALL 1971 THROUGH FALL 1990

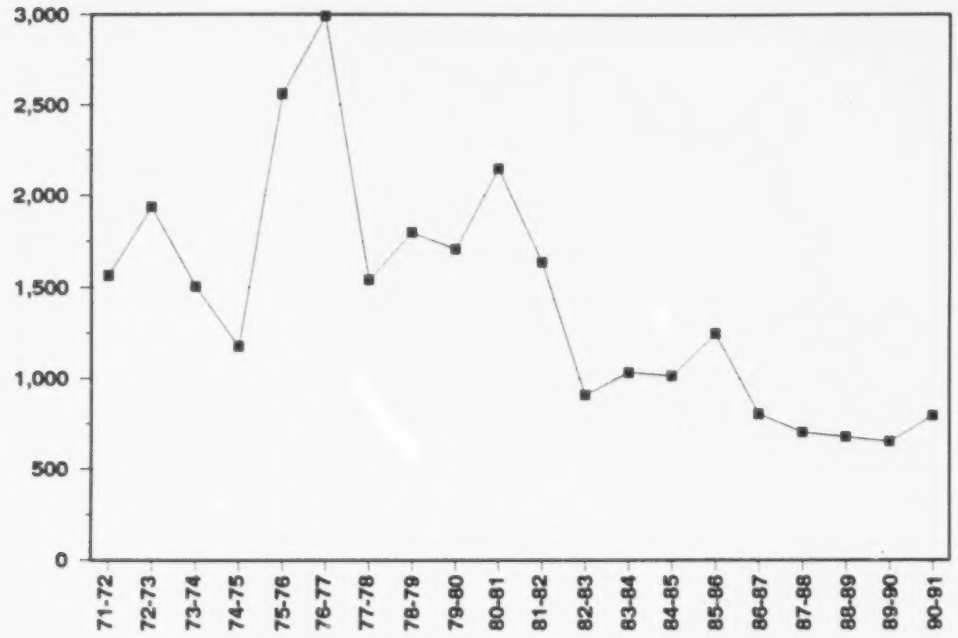
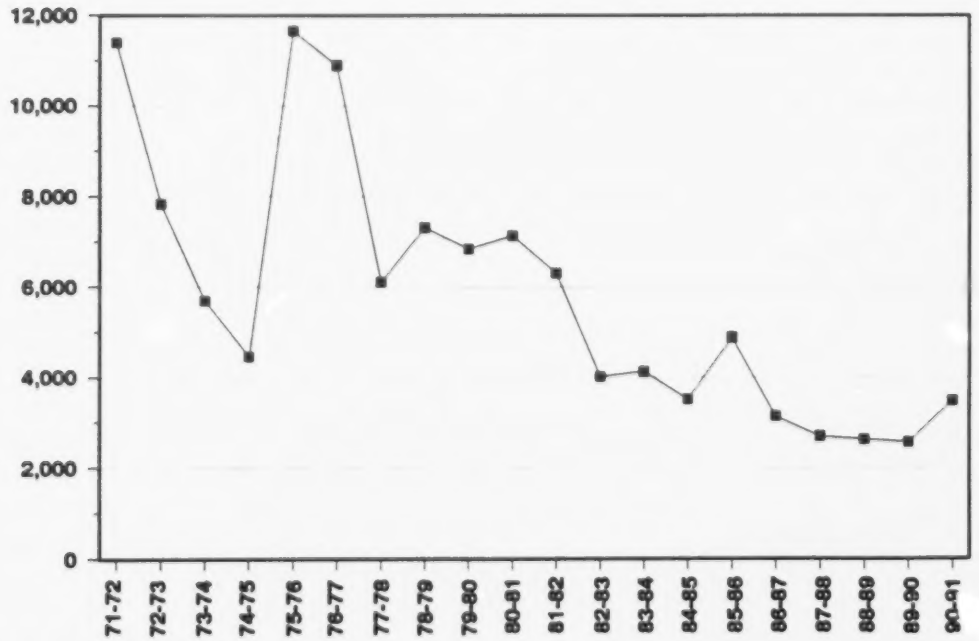


FIGURE 22.2: DISTRICT ITV WSCH, FALL 1971 THROUGH FALL 1990



COMMUNITY SERVICES ENROLLMENT

Classes offered under Community Services are most often in recreational or avocational areas not covered in the regular curriculum, while others are in professional continuing education in such vocational fields as nursing. Before the Passage of Proposition 13, some were offered free of charge. Cost-cutting policies in the mid eighties prompted a state regulation requiring that the program be self-supporting. Many small, marginal classes have been eliminated, and programs have been discontinued at Southwest and Trade-Tech. Mission, whose program before 1990-91 was mostly restricted to traffic school, has suceeded in attracting large enrollment even before moving to a new campus.

FIGURE 23: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES 1978-79 THROUGH 1990-91

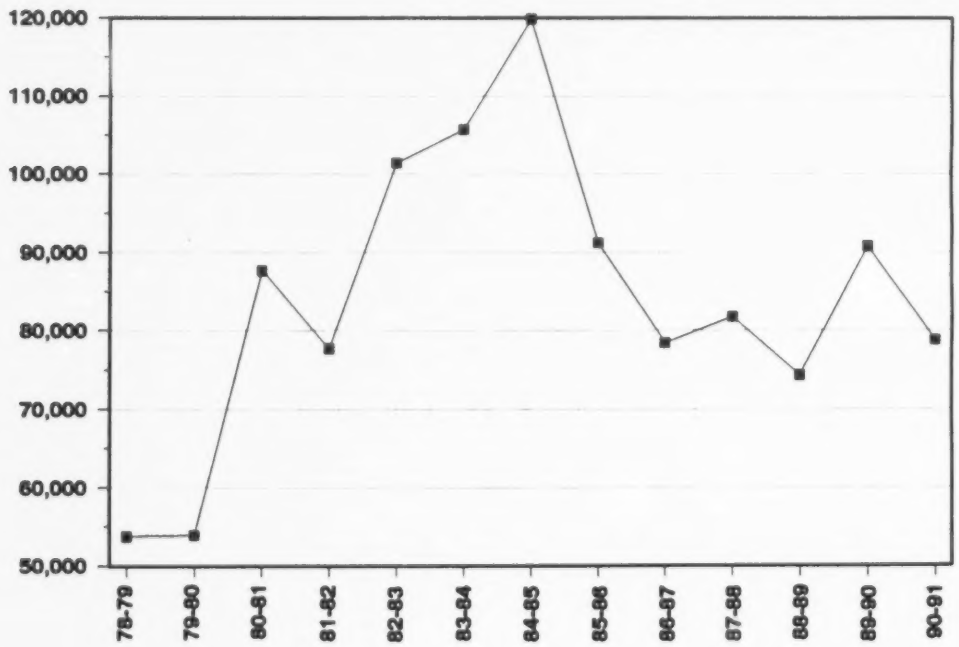


TABLE 23
DUPLICATED ENROLLMENT IN COMMUNITY SERVICES CLASSES BY COLLEGE
1978–79 THROUGH 1990–91

	City	East	Harbor	Mission(1)	Pierce	South west	Trade Tech(2)	Valley	West(3)	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037	24,796	0	0	12,696	840	78,420
1987-88	16,456	13,926	12,210	1,343	24,399	0	0	12,247	732	81,713
1988-89	13,109	11,710	10,452	1,176	22,036	0	0	15,159	640	74,282
1989-90	11,659	11,964	12,595	2,133	23,232	0	0	27,221	932	89,736
1990-91	11,814	11,281	12,003	8,156	20,907	0	0	14,267	337	78,765
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	0.0	0.0	16.2	1.1	100.0
1987-88	20.6	17.0	14.9	1.6	29.9	0.0	0.0	15.0	0.9	100.0
1988-89	17.6	15.8	14.1	1.6	29.7	0.0	0.0	20.4	0.9	100.0
1989-90	12.8	13.2	13.9	3.5	25.6	0.0	0.0	30.0	1.0	100.0
1990-91	15.0	14.3	15.2	10.4	26.5	0.0	0.0	18.1	0.4	100.0

Source: Community Service Program Directors.

1. From 1986-87 through 1988-89, Mission offered traffic school only. A full program was reinstated in Fall 1989.
2. From 1986-87, some classes have been offered at Trade-Tech sites by City's program.
3. From Spring 1987, mostly contract classes.

Student Performance

and Articulation

- Retention rates have risen in recent years, along with proportions of continuing students. In 1990 evening rates increased to match day rates for the first time.

- LACCD transfer numbers decreased during the past decade, in contrast to statewide transfer trends. This occurred probably because of the large, increasing share of District students in developmental and occupational programs, as well as the unique characteristics of urban college students. But recent efforts to improve articulation and counseling have preceded increases in the numbers of transfers from District colleges to both CSU and UC.

- The number of degrees awarded districtwide has fallen off, probably as a delayed result of low enrollment in the mid-80s.

DAY AND EVENING RETENTION RATES

Table and Figure 24 cover retention of students enrolled in semester length classes. The rate is the percentage of students enrolled on first census day that still attend in the last week of the semester. Short-term modular classes cannot be included, but open entry-exit classes are, if they have begun by first census. These classes often have larger enrollments at the end of the semester than at the beginning, thus boosting the college's retention rates.

The issue of retention in community college classes has become a statewide concern, and data systems are being developed to analyze and evaluate factors which are assumed to affect retention both within and between semesters. These factors include counseling, assessment, placement, curricular design, and quality of instruction, among others. It may be some years before analysis of data can produce some conclusive explanations of student success or failure.

FIGURE 24: DISTRICT DAY AND EVENING RETENTION RATES, FALL 1978 - FALL 1990

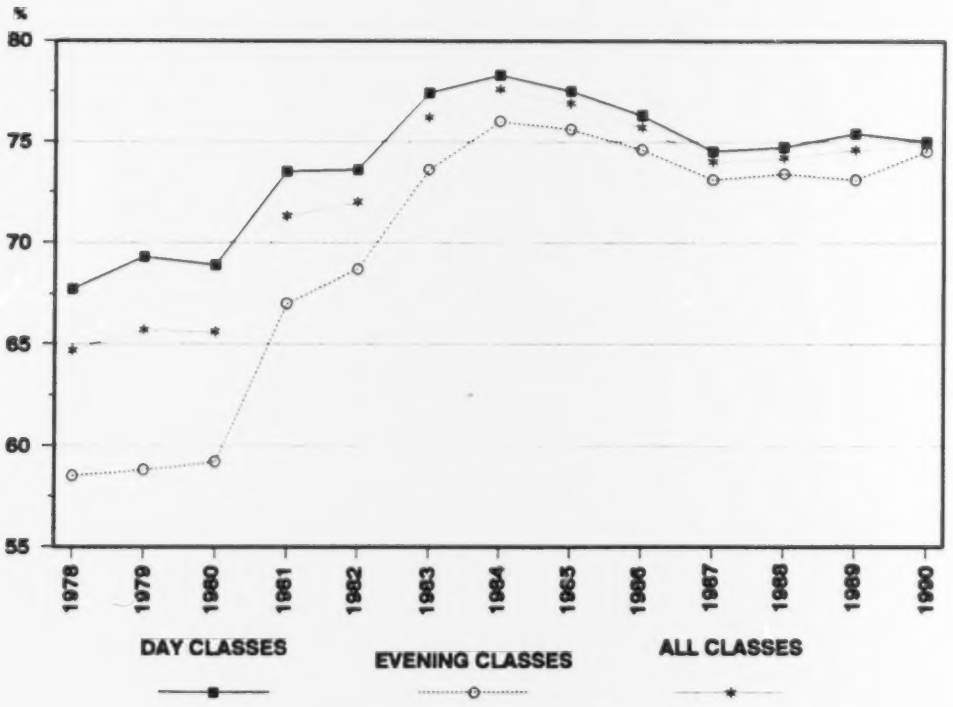


TABLE 24
FIRST CENSUS TO END-OF-SEMESTER RETENTION RATES BY DAY/EVENING AND COLLEGE
FALL 1978 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
1987	74.8	78.2	72.3	7?.6	74.3	71.6	75.6	72.8	72.2	74.5
1988	75.5	74.7	74.1	80.8	73.5	77.3	77.1	73.2	73.0	74.7
1989	75.5	76.1	72.5	78.5	75.6	86.5	75.2	73.9	73.8	75.4
1990	76.0	76.6	72.7	77.3	74.2	76.9	76.3	74.4	71.2	75.0
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
1987	74.1	76.8	73.4	74.8	72.8	67.0	75.4	70.4	72.2	73.1
1988	72.6	72.4	72.6	80.8	71.2	77.1	77.1	71.3	72.7	73.4
1989	72.3	75.3	70.5	77.2	73.5	76.5	74.3	70.3	72.0	73.1
1990	74.4	75.0	72.3	80.4	74.0	75.2	76.5	71.7	73.6	74.5
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7
1987	74.6	77.7	72.8	76.2	73.8	69.5	75.6	71.9	72.2	74.0
1988	74.6	73.9	73.5	80.8	72.8	77.2	77.1	72.5	72.8	74.2
1989	74.5	75.7	71.7	77.6	74.9	82.2	74.9	72.5	73.0	74.6
1990	75.5	75.9	72.5	79.3	74.1	76.1	76.4	73.4	72.3	74.8

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Note: Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

BEST COPY AVAILABLE

GRADE DISTRIBUTION

The most striking feature of grade distribution percentages is their uniformity across time, if not between colleges. Districtwide, the percentages of A, C and D grades have not varied as much as one percentage point year to year, although in Fall 1990 the A percentage stands a point and a half above 1981. Variation among Bs has varied no more than 1.6 points. This constancy has also prevailed at most colleges.

The "Other Grades" category includes the credit and no credit grades awarded in many non-credit developmental and basic skills offerings. The share of these grades is greatest at colleges like Mission and Southwest, which have proportionally larger non-credit enrollments than at Trade-Tech and Pierce, with the smallest "Other" percentages.

TABLE 25
GRADE DISTRIBUTION BY COLLEGE, FALL 1981 – FALL 1990

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	%	District Number
Percent "A" Grades											
1981	17.4	19.6	20.0	24.3	20.9	12.6	17.5	20.9	19.4	19.1	69,307
1984	19.1	20.3	19.9	26.9	21.5	14.8	19.0	23.1	21.5	20.6	55,297
1986	19.7	21.2	19.4	23.1	20.5	12.6	18.7	21.5	18.8	20.0	52,005
1987	19.3	20.9	20.2	23.7	20.6	12.4	19.5	21.2	19.0	20.0	51,618
1988	19.6	20.0	19.5	29.3	21.4	12.9	19.3	21.2	19.9	20.3	53,551
1989	20.1	20.8	18.7	22.9	21.3	13.4	19.5	22.4	21.2	20.5	56,190
1990	19.2	20.6	20.2	22.8	21.3	14.3	19.4	22.5	20.8	20.4	57,070
Percent "B" Grades											
1981	18.5	19.7	19.4	16.6	21.1	15.1	20.9	18.6	18.8	19.3	69,844
1984	20.5	21.0	20.5	18.4	21.5	17.8	22.8	19.7	19.2	20.7	55,581
1986	20.3	21.1	19.2	16.9	20.7	18.7	22.5	19.5	19.1	20.2	52,637
1987	20.0	20.5	19.8	17.0	21.2	17.5	22.1	19.9	19.8	20.2	52,201
1988	19.2	20.0	19.2	16.3	20.0	18.2	21.3	19.4	18.7	19.5	51,598
1989	19.3	20.5	19.6	14.9	21.7	15.3	21.2	19.3	18.7	19.7	53,985
1990	18.4	20.8	19.2	16.8	20.9	16.2	21.9	19.3	18.3	19.6	54,780
Percent "C" Grades											
1981	17.4	17.4	17.8	11.4	19.7	16.7	21.4	16.0	17.0	17.9	64,910
1984	19.8	19.4	18.5	12.1	20.6	20.0	22.6	16.8	17.6	19.4	52,109
1986	18.4	19.7	19.1	13.2	21.0	21.7	23.6	16.9	17.3	19.3	50,302
1987	17.2	18.7	18.7	13.6	20.1	20.1	22.9	16.7	17.1	18.6	47,978
1988	16.9	19.3	17.6	9.3	19.5	19.1	22.2	16.6	16.2	18.1	47,784
1989	15.7	18.9	17.2	11.6	19.3	15.9	21.1	16.4	16.2	17.5	47,955
1990	15.8	18.2	17.0	11.5	19.1	17.0	21.2	17.1	16.8	17.6	49,194
Percent "D" Grades											
1981	5.4	4.4	4.2	3.2	5.7	6.6	7.2	4.3	6.5	5.3	18,455
1984	6.3	5.9	5.3	3.0	6.0	8.2	7.2	4.4	6.1	5.9	15,899
1986	6.0	5.2	5.8	3.2	6.2	8.7	6.6	4.4	6.0	5.7	14,871
1987	5.9	5.3	4.9	4.0	5.8	7.3	6.8	4.6	5.5	5.6	14,325
1988	5.4	5.7	4.9	2.3	5.7	6.6	6.7	4.5	5.4	5.4	14,240
1989	5.1	5.4	4.5	2.9	5.5	5.9	6.2	4.6	5.0	5.1	14,135
1990	5.7	5.4	4.3	3.4	5.5	5.4	5.9	4.7	5.1	5.2	14,544
Percent Other Grades(1)											
1981	41.3	38.9	38.6	44.5	32.6	49.1	33.0	40.3	38.3	38.3	135,549
1984	34.3	33.3	35.9	39.5	30.2	39.3	27.9	36.1	35.7	33.4	89,783
1986	35.6	32.8	36.6	43.7	31.7	38.3	28.5	37.7	38.9	34.8	90,472
1987	37.7	34.5	36.4	41.8	32.4	42.7	28.7	37.6	38.7	35.6	91,688
1988	38.9	34.9	38.8	42.8	33.4	43.2	30.5	38.3	39.8	36.7	97,027
1989	39.8	34.5	40.0	47.7	32.2	49.6	31.9	37.2	38.8	37.3	102,351
1990	40.9	35.0	39.3	45.6	33.2	47.1	31.6	36.5	39.0	37.3	104,486
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1984	45,081	35,320	22,995	6,549	50,890	11,644	35,417	42,778	17,995	100.0	268,669
1986	41,059	33,608	22,789	10,384	48,834	9,867	31,345	42,754	19,647	100.0	260,287
1987	39,765	33,059	22,955	10,683	48,577	10,984	30,067	41,941	19,779	100.0	257,810
1988	40,436	34,288	22,641	10,368	48,375	13,530	31,217	42,349	20,996	100.0	264,200
1989	44,162	36,653	23,352	11,974	47,540	14,187	30,846	43,559	22,343	100.0	274,616
1990	43,127	39,347	23,592	13,041	47,967	15,670	31,657	42,074	23,599	100.0	280,074

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data are not available.

(1)Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report delayed (RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in credit are X grades and credit by exam.

TRANSFERS TO UC AND CSU

The tallies in Tables 26.1 and 26.2 include only students who transfer directly from Los Angeles Community Colleges to four-year colleges in California. They do not include LACCD students who attend colleges outside the District before transferring to four year schools, or who transfer to colleges and universities outside the state. Also left out are reverse transfers who drop out of four-year schools and enroll in LACCD colleges, or students who attend community college classes at night or in the summer while enrolled in four-year schools. Thus, transfer activity between the Los Angeles Community Colleges and four-year schools is more extensive and complex than these tables and figures can indicate.

These transfer numbers were reported by the receiving institutions to the California Postsecondary Education Commission. They are based on the last community college attended before transferring, and may understate the contributions of colleges that enroll transfer-bound students but lose them to other community colleges before they transfer to four-year schools. Before 1986, data from private institutions was erratic and incomplete; in recent years it has improved, and the larger numbers of recent years reflect a more accurate count. The University of California has been unable to provide full and reliable data on full-year transfers before the 1986-87 academic year. For these reasons, and given the variations of transfers described above, analyses of long-term trends have focussed on fall transfers to the UC and CSU systems.

TABLE 26.1
FALL SEMESTER TRANSFERS TO CALIFORNIA PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1990-91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978-79	129	46	39	2	123	12	5	143	37	536
1980-81	104	37	48	4	104	7	5	120	37	466
1985-86	54	30	25	1	98	1	5	71	21	306
1986-87	46	35	19	4	66	3	5	67	23	268
1987-88	53	42	25	2	66	1	2	66	18	275
1988-89	52	54	27	2	90	1	2	89	28	345
1989-90	67	57	37	4	131	1	4	105	27	433
1990-91	66	78	36	4	137	8	3	94	21	447
California State University										
1978-79	493	461	428	49	874	186	173	727	198	3,589
1980-81	475	390	402	55	794	137	150	652	239	3,294
1985-86	351	299	232	34	722	74	123	482	118	2,435
1986-87	307	270	247	39	653	81	86	420	94	2,197
1987-88	316	329	236	23	605	51	108	445	110	2,223
1988-89	304	228	233	43	639	61	84	445	122	2,159
1989-90	301	276	219	56	502	58	95	406	129	2,042
1990-91	329	326	232	42	602	85	90	476	168	2,350
California Private Institutions (1)										
1986-87	134	51	37	21	68	6	27	55	36	435
1987-88	189	47	69	33	113	19	27	77	59	633
1988-89	78	49	32	7	75	5	28	53	49	376
1989-90	90	45	46	10	115	14	29	86	32	467
1990-91	61	20	32	13	53	4	15	68	34	300
Total Known Fall Transfers to California Public and Private Institutions										
1978-79	622	507	467	51	997	198	178	870	235	4,125
1980-81	579	427	450	59	898	144	155	772	276	3,760
1985-86	405	329	257	35	820	75	128	553	139	2,741
1986-87	487	356	303	64	787	90	118	542	153	2,900
1987-88	558	418	330	58	784	71	137	588	187	3,131
1988-89	434	331	292	52	804	67	114	587	199	2,880
1989-90	458	378	302	70	748	73	128	597	188	2,942
1990-91	456	424	300	59	792	97	108	638	223	3,097

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89 and STUDENT PROFILES 1990, California Postsecondary Education Commission, Sacramento, California.

(1) Data not available for years before 1982, and for 1985-86.

TABLE 26.2
FULL-YEAR TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978-79 THROUGH 1990-91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1986-87	63	40	30	5	112	3	5	112	30	400
1987-88	88	54	33	2	112	1	4	112	29	435
1988-89	89	67	31	3	120	2	4	126	37	479
1989-90	84	61	45	4	159	1	4	129	35	522
1990-91	96	96	47	5	187	9	5	140	29	614
California State University										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1986-87	562	489	388	57	1,011	128	170	691	159	3,655
1987-88	541	544	377	59	943	83	185	722	168	3,622
1988-89	509	438	358	67	923	101	152	654	218	3,420
1989-90	518	497	360	102	865	104	151	692	222	3,511
1990-91	533	562	347	69	970	127	163	760	260	3,791
Total Known Full-Year Transfers to California Public Institutions										
1986-87	625	529	418	62	1,123	131	175	803	189	4,055
1987-88	629	598	410	61	1,055	84	189	834	197	4,057
1988-89	598	505	389	70	1,043	103	156	780	255	3,899
1989-90	602	558	405	106	1,024	105	155	821	257	4,033
1990-91	629	658	394	74	1,157	136	168	900	289	4,405

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89, and STUDENT PROFILES, 1990-1991, California Postsecondary Education Commission, Sacramento, California. UC data is not available before 1986-87, and there is no full-year data for private institutions.

FIGURE 26.1: FALL SEMESTER TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES TO CSU AND UC SYSTEMS, FALL 1978 - FALL 1990

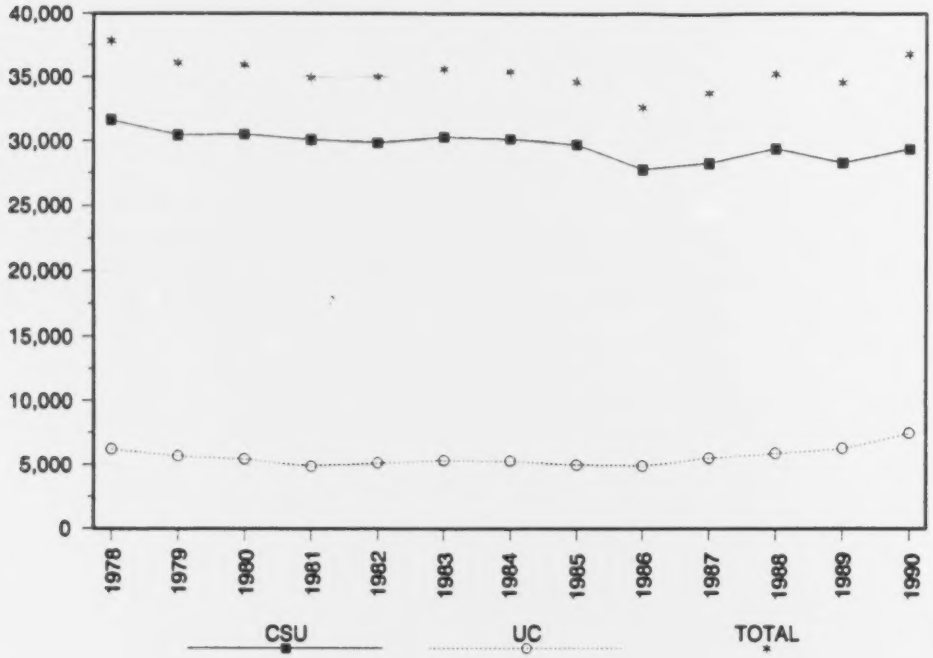
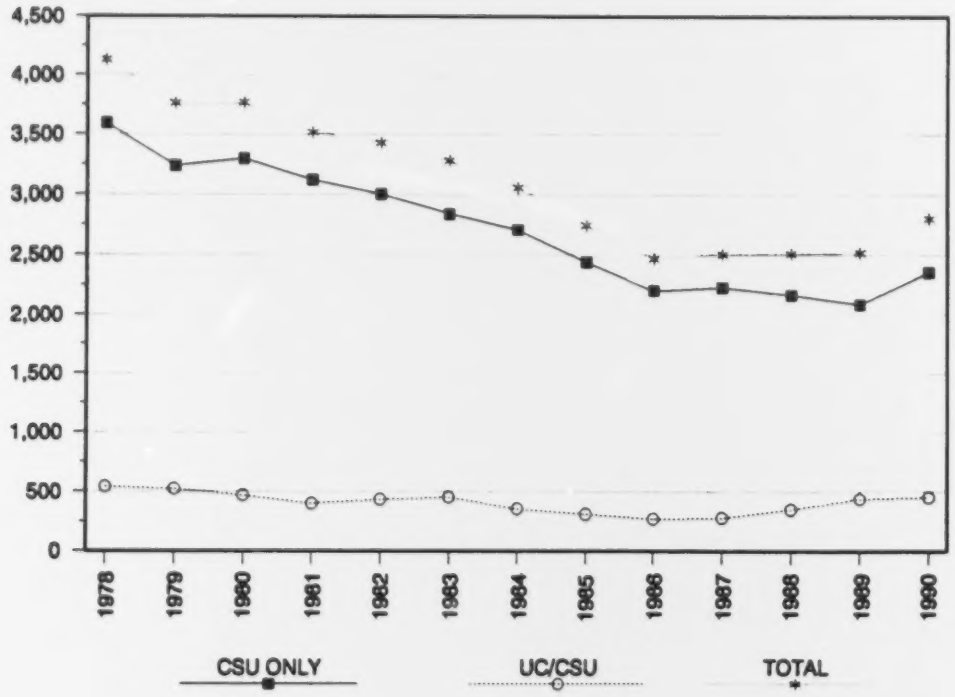


FIGURE 26.2: FALL SEMESTER TRANSFERS FROM THE DISTRICT TO CSU AND UC SYSYTEMS FALL 1978 - FALL 1990



AWARDS CONFERRED

The confirmed figures listed here for awards conferred in the various categories are obtained directly from the Admissions Offices at the colleges; they may exceed the HEGIS/IPEDS numbers.

The districtwide trend in degrees has paralleled that in fall transfers, declining in steps from 1978-79 until 1986, since when it has levelled off. Degree tallies have always been well above the numbers of fall transfers, but slightly below the full-year totals, for as long as they have been available. The 1982-83 peak in degrees and certificates occurred after a surge in first-time students in Fall 1979 and 1980, while the low point in 1990-91 followed a mid-80s enrollment decline. While degree tallies have fluctuated overall, the number of certificates awarded has remained relatively stable since the peak year.

FIGURE 27: DISTRICTWIDE AWARDS CONFERRED BY TYPE, 1978-79 THROUGH 1990-91

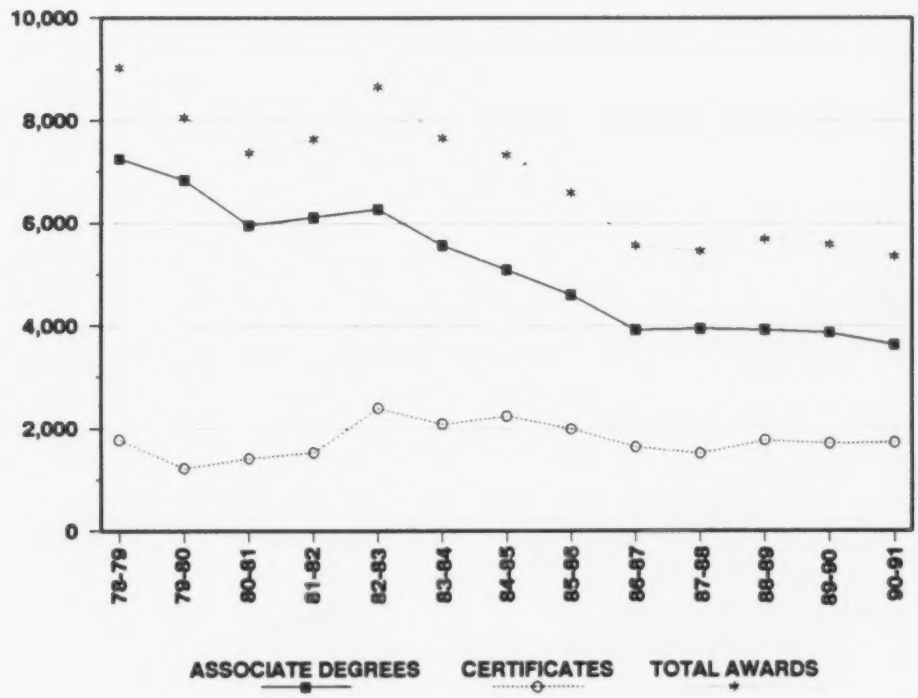


TABLE 27
AWARDS CONFERRED BY TYPE AND COLLEGE, 1978–79 THROUGH 1990–91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1981-82	956	821	528	101	1,150	353	678	1,211	308	6,106
1982-83	1,127	882	558	111	1,062	361	758	1,196	208	6,263
1983-84	841	793	580	112	1,002	285	639	1,090	223	5,565
1984-85	1,003	781	450	75	919	271	532	841	214	5,086
1985-86	683	768	460	98	980	213	562	647	189	4,600
1986-87	625	528	443	80	962	184	370	583	145	3,920
1987-88	549	754	425	193	883	167	354	493	123	3,941
1988-89	384	700	419	204	874	193	375	514	256	3,919
1989-90	641	597	359	215	753	159	376	539	228	3,867
1990-91	457	577	365	184	772	148	380	515	228	3,626
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1981-82	154	118	71	0	67	43	785	145	145	1,528
1982-83	195	125	60	22	45	79	1,463	223	180	2,392
1983-84	282	290	74	28	38	29	894	189	264	2,088
1984-85	251	254	53	104	24	50	952	200	348	2,236
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1986-87	148	124	28	68	56	75	847	77	219	1,642
1987-88	181	141	41	82	60	34	741	103	135	1,518
1988-89	197	383	28	98	34	67	723	104	136	1,770
1989-90	211	261	23	112	42	138	705	87	131	1,710
1990-91	139	438	23	99	46	55	637	110	176	1,723
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1981-82	1,110	939	599	101	1,217	396	1,463	1,356	453	7,634
1982-83	1,322	1,007	618	133	1,107	440	2,221	1,419	388	8,655
1983-84	1,123	1,083	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,254	1,035	503	179	943	321	1,484	1,041	562	7,322
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1986-87	773	652	471	148	1,018	259	1,217	660	364	5,562
1987-88	730	895	466	275	943	201	1,095	596	258	5,459
1988-89	581	1,083	447	302	908	260	1,098	618	392	5,689
1989-90	852	858	382	327	795	297	1,081	626	359	5,577
1990-91	596	1,015	388	283	818	203	1,017	625	404	5,349

Sources: Higher Education General Information Surveys (HEGIS) and college Deans of Admissions.

The number of certificates awarded at East in 1984-85 was not recorded. The figure reported here assumes that the number of certificates awarded at East was the average of the previous and the succeeding years.

Special Services

- Federal legislation on handicapped access has caused an increase in the number of students seeking Disabled Services.

- City leads the colleges in both EOPS and Financial Aid program participation. Both programs continued to expand districtwide for the third year in a row.

- East has outstripped City in attracting the highest number of tuition-paying foreign students. There was a 20% increase districtwide in Foreign Students in Fall 1990.

- Amnesty classes produce much non-credit enrollment, and almost all noncredit ESL. Enrollment has remained high in the program's third year of implementation.

SERVICES TO SPECIAL GROUPS

This table shows the number of students enrolled in any of several specially funded programs, plus the number of tuition-paying foreign students on F-1 visas receiving special counseling. The Veterans programs, listed in previous years, has been ommitted from the table. Since the Veterans Cost of Instruction Program (VCIP), which awarded grants to veteran students through the District, was discontinued, veterans have received their grants directly from the federal Veteran's Administration. The Veterans Educational Opportunity Program, which replaced the VCIP, offers only specialized counseling to a decreasing pool of veterans. The program is now implemented irregularly if at all on most campuses, and an accurate count of contacted veterans has become difficult to obtain.

The numbers of students served by the various programs has generally fluctuated along with enrollment, but some of the declines in EOPS and Financial Aid between 1980-81 and 1985-86 occurred after audits by the state and federal agencies that fund the grants and set guidelines for eligibility revealed the need for corrective action. Financial Aid has also been subjected to changes in administrative structure. Its districtwide total clientele is only 53% of its 1980-81 tally, but is up 56% from its 1987-88 low, and 11% from 1989-90. EOPS enrollment also grew substantially in 1990, up 20% districtwide. The passage of the federal Americans with Disabilities Act in the spring of 1990 caused a sharp increase in DSPS enrollees in the fall.

Foreign students are the only special group listed here whose numbers have grown steadily over the last decade. They include only non-residents who must pay full tuition. Efforts to recruit and counsel these students have been carried out by campus-based advisers, under the coordination of the District Institute of International Education.

FIGURE 28: SERVICES TO SPECIAL STUDENT GROUPS, 1977-78 THROUGH 1990-91

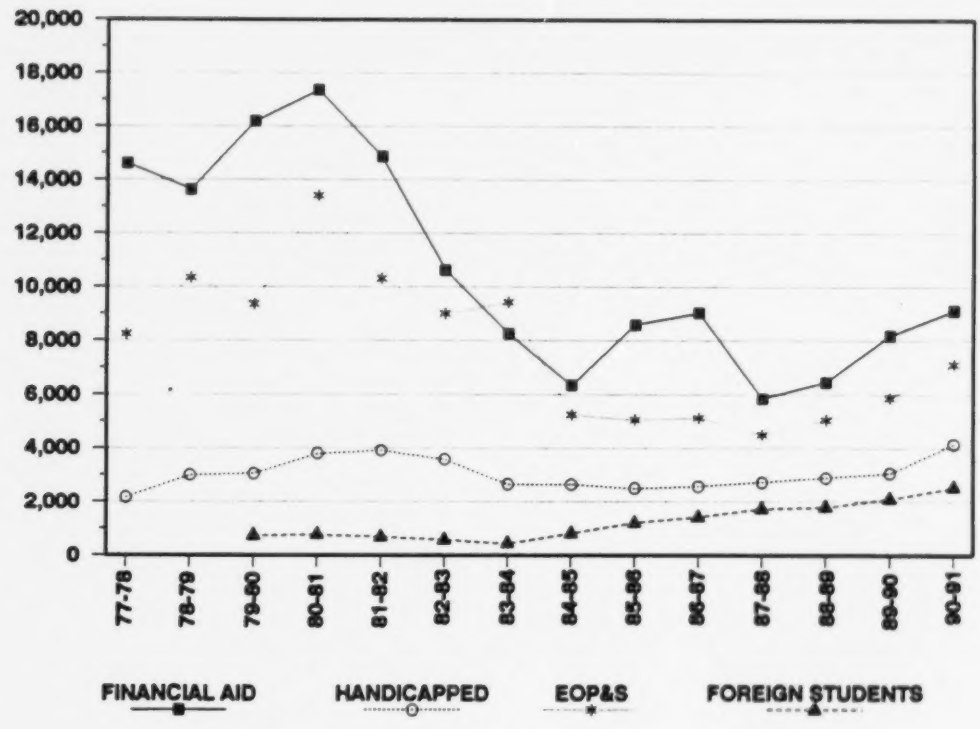


TABLE 28
SERVICES TO SPECIAL GROUPS: DISABLED STUDENTS, EOPS STUDENTS, FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1977–78 THROUGH 1990–91

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Disabled Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1985-86	404	261	147	95	451	88	479	415	133	2,473
1986-87	406	267	151	136	499	90	417	429	155	2,550
1987-88	491	219	154	138	492	60	449	478	219	2,700
1988-89	402	254	211	151	415	75	583	533	247	2,871
1989-90	529	286	204	178	555	110	386	548	243	3,039
1990-91	703	474	316	233	683	188	446	785	308	4,136
EOPS Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1986-87	1,155	643	214	103	418	692	956	451	496	5,128
1987-88	1,180	717	177	102	487	489	651	295	401	4,499
1988-89	1,737	620	206	209	304	553	709	311	404	5,053
1989-90	1,905	686	236	380	351	635	831	407	500	5,931
1990-91	2,512	756	307	484	401	637	935	624	462	7,118
Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1986-87	1,997	1,290	483	253	862	878	1,935	846	491	9,035
1987-88	1,453	898	375	141	560	500	1,047	545	331	5,850
1988-89	1,380	1,208	488	143	556	599	1,067	533	483	6,457
1989-90	1,881	1,535	607	196	653	789	1,288	669	560	8,178
1990-91	2,321	1,547	741	232	648	779	1,594	777	473	9,112
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1985-86	487	56	20	12	230	49	63	111	152	1,180
1986-87	546	196	60	9	254	20	64	133	115	1,397
1987-88	621	238	70	8	275	20	97	148	232	1,709
1988-89	625	307	117	0	265	29	64	168	200	1,775
1989-90	657	590	148	22	260	12	65	136	188	2,078
1990-91	696	743	204	34	303	19	98	172	229	2,498

Sources: Office of Special Services, Human Resources Division; Central Financial Aid Unit, Office of International Education; and college foreign student advisors. Data for Disabled, EOP & S, and Other Financial Aid are unduplicated totals for the academic year. Foreign Students are Fall Semester counts only.

BEST COPY AVAILABLE

AMNESTY

The Amnesty Program was developed as a result of federal legislation aimed at giving qualified undocumented aliens the opportunity to legalize their residency and achieve citizenship. The Program offers non-credit instruction in ESL and Citizenship; the latter includes American History and Civics. The deadline for enrollment in the program was in 1987, but because of the massive response, final processing of all applicants has still not been concluded. To accomodate all qualified persons, the program is expected to offer instruction at least through 1994, and funding has been assured through that fiscal year.

The enrollment listed represents an unduplicated headcount for the entire year, not simply at census date. The figures are therefore much higher than the first census non-credit tallies in Table 3.2. The contact hours are not WSCH, which represents contact hours for census week only. Instead, they are the total contact hours for the entire year. The funds listed are the amount reimbursed to the program on the basis of contact hours.

TABLE 29
AMNESTY PROGRAM ENROLLMENT, ATTENDANCE HOURS AND COSTS, 1988–89 THROUGH 1990–91
(Costs in Thousands of Dollars)

Year	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1988–89										
Enrollment	2,998	1,273	464	4,971	78	1,589	1,506	102	64	13,045
Hours	145,092	55,719	29,191	334,669	1,740	174,618	76,099	6,058	3,436	826,622
Costs	$574.5	$221.3	$106.0	$1,281.4	$9.4	$1,085.6	$382.9	$43.9	$21.5	$3,726.5
1989–90										
Enrollment	2,365	491	475	3,167	378	2,012	1,873	571	129	11,461
Hours	199,505	26,222	26,414	235,453	11,733	165,692	72,812	35,638	11,075	784,544
Costs	$1,127.2	$148.2	$149.2	$1,330.3	$66.3	$936.2	$411.4	$201.4	$62.6	$4,432.7
1990–91										
Enrollment	1,767	545	163	2,206	131	1,182	1,275	385	121	7,775
Hours	136,421	46,380	10,019	163,404	6,636	117,963	82,764	33,428	20,263	617,278
Costs	$979.5	$333.0	$71.9	$1,173.2	$47.6	$847.0	$594.2	$240.0	$145.5	$4,432.1

Source: Accounting Branch, Business Services Division, and Amnesty Directors.

Fiscal and

Personnel Resources

- District General Fund Income is almost a fifth lower than its 1980 level in constant dollars.

- The proportions of Administrative and Instructional Costs fluctuate as salaries of Department Chairs are switched between the categories.

- Financial Aid expenditures have increased with enrollment recovery, while EOPS spending has declined, even with increased participation.

- State Vocational Funding was cut back in the mid-80s, and has not fully recovered. Federal VEA funding has fluctuated with enrollment changes, but is far below 1980 levels in constant dollars.

- Affirmative Action goals for all categories of minorities lag behind their actual percentage shares of the population. Women as a group are below their goals in administration, hourly faculty, skilled crafts and service/maintenance, and are increasing at a slower rate than minorities in general.

- District employment has been declining, with five-year losses in full-time faculty, administration and service/maintenance.

GENERAL FUND INCOME AND EXPENDITURES

The General Fund includes all funds that may be allocated at the discretion of district and college administration, plus employee benefits and some categorical funding. They include the funds identified as Program 100, which support the basic operations of the colleges and District. The inflation adjustments expressed in 1979 dollars are based on changes in the consumer price index for all consumers in the Los Angeles area, as reported by the federal Bureau of Labor Statistics.

In expenditure categories, instructional support includes mainly libraries and learning resource centers. Since 1984-85, Department Chairs expenditures have been included under Instructional Administration, except in 1989-90, when the state required them to be reported under Instruction. This year the Chairs were returned to Instructional Administration.

TABLE 30
GENERAL FUND INCOME BY SOURCE, 1979–80 THROUGH 1990–91
(Millions of Dollars)

	1979-80	1986-87	1987-88	1988-89	1989-90	1990-91
Sources						
Federal (1)	13.47	6.42	7.08	11.11	12.99	11.75
State	129.91	134.86	138.05	141.45	155.82	161.81
Local Tax	23.62	43.03	48.64	52.15	56.53	62.33
Local Income and Fees	12.14	20.92	21.42	21.45	23.46	24.87
Total General Fund Income	179.14	205.23	215.20	226.16	248.79	260.75
In 1979 Dollars	179.14	140.58	140.20	140.57	147.07	143.78
Net Other Financing	-0.77	-0.14	-0.58	0.86	-1.15	-1.89
Incoming	0.04	0.00	0.40	1.66	0.76	0.00
Outgoing	0.81	0.14	0.97	0.80	1.91	1.89
Net General Fund Income	178.37	205.08	214.62	227.01	247.65	258.85
Beginning Balance (2)	44.08	7.86	16.17	17.97	16.02	3.95
Less Ending Balance	44.78	17.79	20.55	12.35	3.95	0.00
Total Amount Allocated	177.67	195.15	210.24	232.64	259.72	262.80
In 1979 Dollars	177.67	133.68	136.97	144.60	153.53	144.91
			(Percentages)			
Sources						
Federal (1)	7.6%	3.3%	3.4%	4.8%	5.0%	4.5%
State	73.1	69.1	65.7	60.8	60.0	61.6
Local Tax	13.3	22.1	23.1	22.4	21.8	23.7
Local Income and Fees	6.8	10.7	10.2	9.2	9.0	9.5
Total General Fund Income	100.8	105.2	102.4	97.2	95.8	99.2
Net Other Financing	-0.4	-0.1	-0.3	0.4	-0.4	-0.7
Incoming	0.0	0.0	0.2	0.7	0.3	0.0
Outgoing	0.5	0.1	0.5	0.3	0.7	0.7
Net General Fund Income	100.4	105.1	102.1	97.6	95.4	98.5
Beginning Balance (2)	24.8	4.0	7.7	7.7	6.2	1.5
Less Ending Balance	25.2	9.1	9.8	5.3	1.5	0.0
Total Amount Allocated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los Angeles Community College District, CCFS-311, 1979-80 through 1990-91.

(1) Financial aid payments to students are excluded.

(2) Differences between the beginning balance and the previous year's ending balance occur due to accounting adjustments.

BEST COPY AVAILABLE

FIGURE 30: GENERAL FUND INCOME, 1979-80 THROUGH 1990-91
(Millions of Dollars)

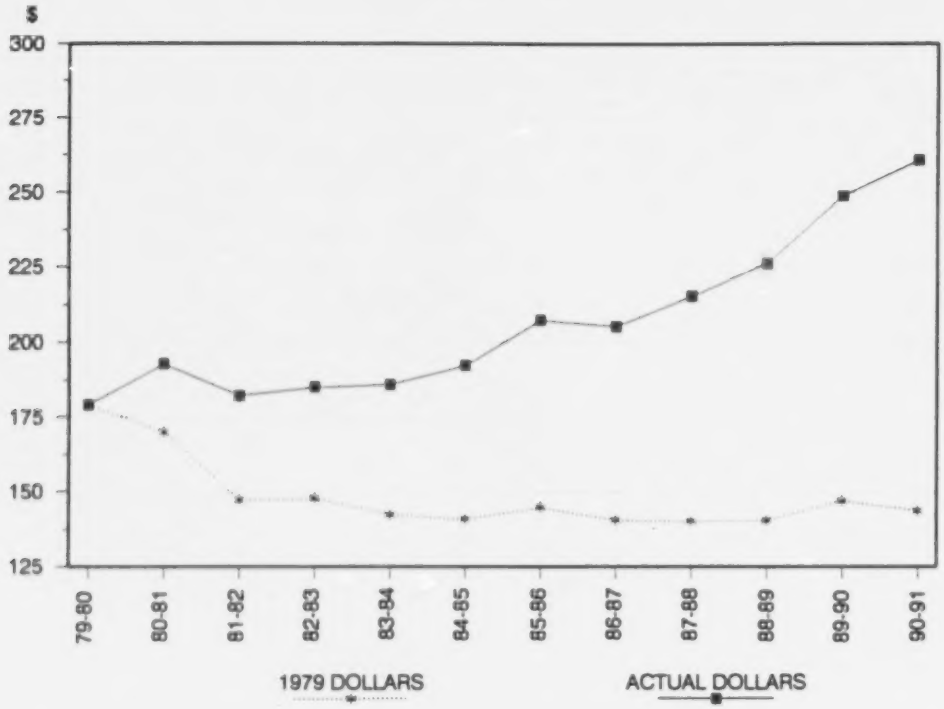


FIGURE 31: GENERAL FUND EXPENDITURES PER ADA (AVERAGE DAILY ATTENDANCE)
1979-80 THROUGH 1990-91

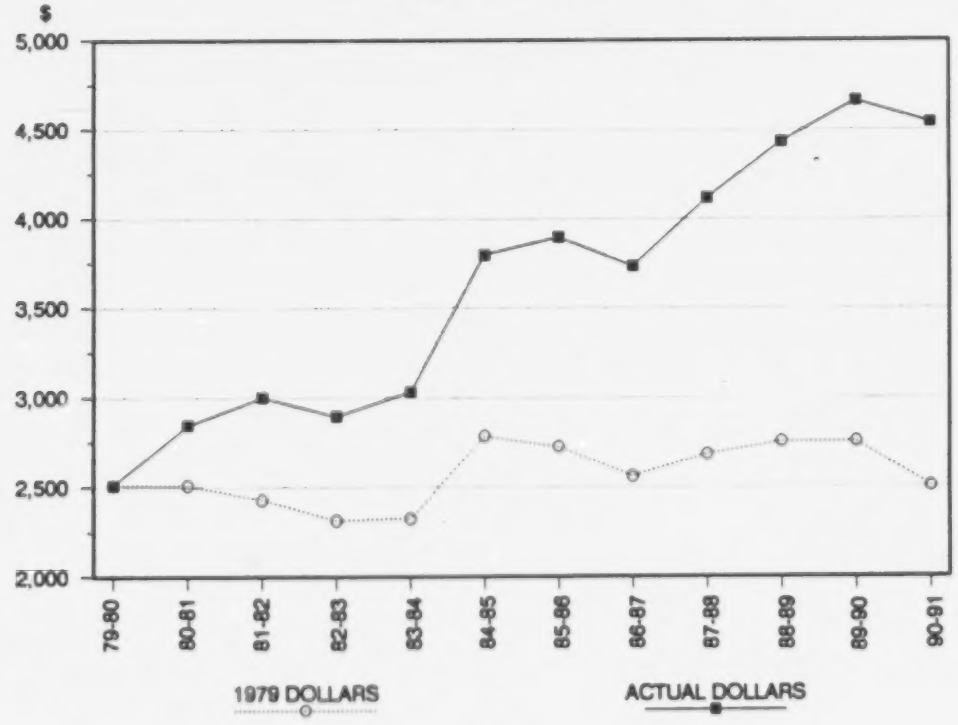


TABLE 31
GENERAL FUND EXPENDITURES BY ACTIVITY, 1979–80 THROUGH 1990–91
(Millions of Dollars)

	1979-80	1986-87	1987-88	1988-89	1989-90	1990-91
Instruction	$87.64	$96.54	$102.28	$115.71	$134.60	$127.08
Instructional Support	6.64	5.99	6.89	7.11	7.41	6.76
Subtotal Instruction	94.28	102.53	109.17	122.82	142.01	133.84
Instructional Admin.(1)	7.28	15.88	17.60	19.13	17.00	20.67
Planning & Policy Making	5.87	5.18	5.98	7.67	7.94	9.22
Subtotal Administration	13.15	21.06	23.58	26.80	24.94	29.89
Admissions & Records	3.22	5.02	6.00	6.25	6.55	6.73
Counseling	6.96	7.19	8.22	9.76	11.14	11.72
Student Services	9.30	10.29	11.78	11.83	12.98	14.46
Physical Plant	22.06	23.48	25.40	26.17	29.55	30.49
Gen. Institutional Support	24.84	22.08	21.15	26.06	27.28	31.70
Community Services	3.24	2.33	3.05	2.45	3.18	3.30
Other Services & Operations	0.31	1.24	1.89	1.53	2.09	2.14
Subtotal Support Services	69.93	71.64	77.49	84.05	92.77	100.52
Total General Fund Expenditures(2)	$177.36	$195.23	$210.24	$233.67	$259.72	$264.25
Expenditure per ADA						
Current Dollars	2,508	3,732	4,113	4,428	4,659	4,538
1979 Dollars	2,508	2,556	2,680	2,753	2,754	2,502
Percentages						
Instruction	49.4%	49.4%	48.6%	49.5%	51.8%	48.1%
Instructional Support	3.7	3.1	3.3	3.0	2.9	2.6
Subtotal Instruction	53.2	52.5	51.9	52.6	54.7	50.6
Instructional Admin.(1)	4.1	8.1	8.4	8.2	6.5	7.8
Planning & Policy Making	3.3	2.7	2.8	3.3	3.1	3.5
Subtotal Administration	7.4	10.8	11.2	11.5	9.6	11.3
Admissions & Records	1.8	2.6	2.9	2.7	2.5	2.5
Counseling	3.9	3.7	3.9	4.2	4.3	4.4
Student Services	5.2	5.3	5.6	5.1	5.0	5.5
Physical Plant	12.4	12.0	12.1	11.2	11.4	11.5
Gen. Institutional Support	14.0	11.3	10.1	11.2	10.5	12.0
Community Services	1.8	1.2	1.4	1.0	1.2	1.2
Other Services & Operations	0.2	0.6	0.9	0.7	0.8	0.8
Subtotal Support Services	39.4	36.7	36.9	36.0	35.7	38.0
Total General Fund Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Annual Financial and Budget Report to the California Community Colleges (CCFS-311), 1979-80 through 1990-91.

(1) Department chairs have been reported under Instructional Administration since 1984-85, with the exception of 1989-90, when they were reported under Instruction.

(2) Differs from amount available in Table 28 due to the exclusion of transfers to special funds.

BASIC PROGRAM EXPENDITURES BY LOCATION

The Basic Program does not include categorical funding from agencies outside the District; it does include Instructional Television and the administrative costs of the Central Financial Aid Unit. With these restrictions, the total districtwide figure here is somewhat smaller than the total General Fund expenditure figure in Table 31. Department chairs, formerly included in the regular faculty, are listed between faculty and administrators. Employee benefits are actually charged to a single account with a District Office location. Here, benefits are listed separately, prorated to the different colleges and the District Office, to give a more accurate portrayal of college personnel costs by location.

TABLE 32
BASIC PROGRAM EXPENDITURES BY LOCATION, 1990–91
(Millions of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries											
Teaching,regular assignment	$9.62	$8.38	$5.99	$2.32	$11.01	$3.13	$8.22	$9.73	$4.17	$0.00	$62.58
Teaching, hourly assignment	2.62	2.05	1.37	0.77	2.02	0.98	2.60	1.87	1.39	0.00	15.67
Department Chairs	0.69	0.38	0.40	0.29	0.70	0.31	0.34	0.65	0.32	0.00	4.07
Certificated Administrators	0.85	0.59	0.66	0.42	0.86	0.68	1.26	0.78	0.54	1.60	8.26
Other Certificated	1.19	0.87	0.52	0.38	1.01	0.73	0.69	0.82	0.70	0.01	6.91
Noncertificated Salaries											
Instructional Aides	0.73	0.58	0.42	0.12	0.85	0.33	0.60	0.68	0.30	0.00	4.61
Noninstructional Employees	5.11	4.45	2.99	1.76	4.37	2.77	5.19	4.74	2.91	8.77	43.07
Employee Benefits	3.95	3.31	2.51	1.13	4.25	1.70	3.62	3.95	1.99	2.16	28.57
Subtotal Personnel Costs	24.76	20.61	14.88	7.20	25.07	10.63	22.51	23.23	12.31	.2.54	173.74
Books & Supplies	0.55	0.37	0.28	0.16	0.71	0.21	0.63	0.51	0.28	0.28	3.98
Plant Operations (1)	1.65	1.42	0.82	0.73	1.78	1.07	1.45	1.16	1.07	5.76	16.91
Subtotal Support Costs	2.20	1.79	1.10	0.88	2.49	1.28	2.08	1.66	1.35	6.04	20.89
Total Location Expenditures	26.96	22.40	15.97	8.08	27.56	11.91	24.59	24.90	13.67	18.58	194.62
Percentages											
Certificated Salaries											
Teaching,regular assignment	35.7%	37.4%	37.5%	28.6%	40.0%	26.3%	33.4%	39.1%	30.5%	0.0%	32.2%
Teaching, hourly assignment	9.7	9.2	8.6	9.6	7.3	8.2	10.6	7.5	10.2	0.0	8.1
Department Chairs	2.6	1.7	2.5	3.6	2.5	2.6	1.4	2.6	2.3	0.0	2.1
Certificated Administrators	3.2	2.6	4.1	5.2	3.1	5.7	5.1	3.1	4.0	8.6	4.2
Other Certificated	4.4	3.9	3.3	4.7	3.7	6.1	2.8	3.3	5.1	0.1	3.6
Noncertificated Salaries/Benefits											
Instructional Aides	2.7	2.6	2.6	1.5	3.1	2.8	2.4	2.7	2.2	0.0	2.4
Noninstructional Employees	19.0	19.8	18.7	21.8	15.9	23.2	21.1	19.1	21.3	47.2	22.1
Employee Benefits	14.6	14.8	15.7	14.0	15.4	14.3	14.7	15.9	14.6	11.6	14.7
Subtotal Personnel Costs	91.8	92.0	93.1	89.1	90.9	89.2	91.6	93.3	90.1	67.5	89.3
Books & Supplies	2.1	1.6	1.8	1.9	2.6	1.8	2.6	2.0	2.1	1.5	2.0
Plant Operations (1)	6.1	6.4	5.1	9.0	6.5	9.0	5.9	4.6	7.8	31.0	8.7
Subtotal Support Costs	8.2	8.0	6.9	10.9	9.1	10.8	8.4	6.7	9.9	32.5	10.7
Total Location Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Office of Management and Budget, Business Services Division. Includes Program 100 expenditures only, except as noted.

Note: Employee benefits, which are all charged to the District Office, are here prorated to each college, according to a formula established by the Budget Branch. District Office expenditures do not include districtwide supply, operations, equipment, and auditing accounts, and interfund transfers. They do include the Central Financial Aid administrative unit and Instructional Television.

(1) Includes expenditures on sites, buildings, equipment and insurance.

SPECIAL PURPOSE EXPENDITURES

This table covers programs that are not included in Program 100, but are nonetheless important components of regular college operations. The Cafeteria, Bookstore and Community Services obtain most of their income from fees and sales revenue. Instructional Television and International Education have been administered directly from the District Educational Services Division, but WSCH generated by International Education is credited to Los Angeles City College. Handicapped Services was formerly included in this table; it has been moved to the more appropriate Special Student Services expenditure table, where it is broken out by college.

TABLE 33
SPECIAL PURPOSE EXPENDITURES BY ACCOUNT
1981–82 THROUGH 1990–91
(Thousands of Dollars)

	Bookstore	Cafeteria(2)	Child Development Centers	Community Services(3)	Instructional Television(2	International Education(2)	Total
Salaries and Benefits							
1981-82	$1,870.8	$1,842.2	$1,513.9	$3,505.5	$408.4	$126.6	$11,238.4
1982-83	1,931.7	1,779.4	1,339.5	2,096.3	330.1	131.3	9,316.5
1983-84	1,783.2	1,259.3	1,312.8	2,021.6	344.2	134.0	8,547.8
1984-85	2,322.0	1,503.0	1,553.0	2,019.0	385.0	139.0	9,924.4
1985-86	2,020.2	1,262.0	1,508.1	1,778.5	345.6	158.6	9,164.9
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	342.9	153.6	8,501.6
1987-88	2,104.7	1,265.3	1,718.7	1,672.8	320.1	231.6	9,417.3
1988-89	2,392.3	1,328.4	1,878.6	1,621.4	382.9	319.8	10,150.6
1989-90	2,790.4	1,989.0	2,251.2	1,891.7	388.8	375.9	12,075.5
1990-91	3,116.5	1,915.2	2,284.4	2,154.1	391.4	343.8	10,205.3
Other (1)							
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$244.0	$12.6	$11,778.3
1982-83	9,058.1	2,075.7	133.9	865.3	129.7	7.2	12,298.1
1983-84	9,367.0	1,468.8	132.5	1,134.0	115.3	6.5	12,253.3
1984-85	8,584.0	1,426.0	57.0	1,421.0	137.0	8.0	11,658.0
1985-86	7,824.0	1,211.4	34.4	1,114.2	197.4	16.1	10,451.8
1986-87	9,913.5	1,285.0	31.9	774.4	158.8	17.4	12,231.4
1987-88	10,857.1	1,579.3	58.5	812.2	179.9	35.2	13,580.3
1988-89	11,850.3	1,386.4	59.1	828.0	192.3	73.9	14,457.9
1989-90	13,355.6	1,339.1	69.1	1,051.3	198.1	72.5	16,190.5
1990-91	13,697.1	1,304.4	62.7	1,142.9	170.7	36.9	16,414.7
Total Expenditures							
1981-82	$10,235.4	$4,129.2	$1,689.6	$4,155.0	$652.4	$139.2	$23,016.7
1982-83	10,989.8	4,274.5	1,473.4	2,961.5	536.2	162.4	22,134.3
1983-84	11,150.1	2,728.2	1,445.3	3,155.5	459.5	140.5	20,801.1
1984-85	10,906.0	2,929.0	1,610.0	3,440.0	522.0	147.0	21,582.4
1985-86	9,844.2	2,473.4	1,542.5	2,892.7	543.0	174.7	19,616.7
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	501.7	171.0	20,733.0
1987-88	12,961.8	2,844.6	1,777.2	2,485.0	500.0	266.8	22,997.6
1988-89	14,242.6	2,714.8	1,937.7	2,449.4	575.2	393.7	24,608.5
1989-90	16,146.0	3,328.1	2,320.3	2,943.1	586.9	448.4	28,266.1
1990-91	16,813.6	3,219.6	2,347.1	3,297.0	562.2	380.7	26,620.1

Source: Accounting by Object Report 3010-001 (Summary of Selected Programs), and Final Budget Report, Office of Budget and Management Analysis.

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.

(2) Fringe benefits not charged to program before 1989-90.

(3) In 1983-84, certificated salaries for Community Services were charged to Program 100 accounts.

SPECIAL STUDENT SERVICE EXPENDITURES

This table covers major areas of categorical funding that are student-service oriented but not vocational. Financial Aid grants are dispensed by offices at the colleges, and are from both federal (Pell) and State (Cal Grant, Work Study) sources. EOPS furnishes grants, specialized counseling and tutoring to special categories of disadvantaged students, and is overseen and funded by the State. Administrative costs for all these programs are borne by the District. Administration of Disabled Students Programs and Services (DSPS) is funded by the State, but the District must contribute an amount equal to the ADA reimbursement earned by the program. DSPS provides specialized counseling and instruction to aid disabled students in their classroom work, as well as services like notetaking, reading, and tutoring as needed.

Also listed here is Special Project Grants, an anomalous category meant to include non-vocational grants obtained by the colleges from various sources, this year including: the California Community Colleges Board of Governors and State Chancellor's Office; the California Community College Foundation; the U.S. Departments of Agriculture, Education, and Health and Human Services; the City of Los Angeles Community Development Department: the Metropolitan Life Foundations; the National Collegiate Athletic Association; and others. They include Title III grants but not Amnesty or Matriculation funding.

TABLE 34
SPECIAL STUDENT SERVICE EXPENDITURES AND SPECIAL PROJECT GRANTS BY COLLEGE
1978–79 THROUGH 1990–91
(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District (1)
Financial Aid										
1978-79	2,280.9	1,059.4	328.4	171.5	538.9	1,212.1	2,738.2	599.6	786.6	9,715.6
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1986-87	1,859.4	1,092.8	387.7	206.6	739.3	741.1	1,641.2	704.9	445.3	7,818.3
1987-88	2,391.8	1,259.9	613.2	260.8	1,076.4	845.5	2,142.0	774.9	620.2	9,984.7
1988-89	2,072.2	1,686.8	639.2	304.8	879.0	900.5	2,072.5	797.7	585.6	9,932.3
1989-90	2,588.1	1,916.1	714.1	299.8	916.2	1,206.6	2,100.5	890.9	724.1	11,356.4
1990-91	3,035.2	1,643.6	766.3	296.9	767.5	1,145.3	2,055.4	846.2	647.7	11,204.1
Extended Opportunity Programs and Services (EOPS)										
1978-79	423.4	348.3	181.3	139.5	147.4	399.6	365.9	133.2	291.5	2,430.0
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1986-87	717.9	411.7	146.9	184.5	171.5	548.6	458.4	258.6	303.2	3,201.3
1987-88	719.4	402.7	158.0	193.4	192.7	558.2	465.0	259.2	308.8	3,257.4
1988-89	744.7	401.0	151.0	192.1	158.5	566.1	446.0	269.3	314.0	3,242.6
1989-90	848.2	403.7	167.5	209.8	210.9	539.7	472.3	245.7	328.2	3,426.1
1990-91	747.0	350.8	124.8	154.7	144.7	491.0	313.8	209.9	244.8	2,781.5
Disabled Student Programs and Services										
1986-87	358.3	175.5	125.3	137.3	336.0	139.3	281.7	239.7	106.1	1,955.1
1987-88	394.1	188.3	135.5	154.0	376.7	149.0	316.8	205.4	118.5	2,150.4
1988-89	338.5	218.6	163.5	157.5	441.6	163.9	352.2	249.5	151.6	2,295.1
1989-90	382.6	229.2	167.6	178.9	492.3	169.1	393.4	313.1	160.9	2,493.3
1990-91	408.4	198.7	186.8	191.2	435.5	158.5	383.8	323.5	163.6	2,456.2
Special Project Grants										
1978-79	58.8	639.6	311.0	43.0	28.4	64.0	33.4	137.3	0.0	1,315.6
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1986-87	243.9	1,095.1	11.0	38.8	0.0	607.0	0.0	8.9	23.6	2,028.3
1987-88	331.1	1,151.6	28.8	88.8	13.2	709.8	3.5	17.6	251.8	2,599.9
1988-89	1,005.8	1,403.5	68.1	243.1	55.2	676.2	32.4	5.5	182.8	3,693.1
1989-90	651.4	2,192.0	12.5	161.5	6.7	1,252.7	107.5	20.8	99.8	4,575.6
1990-91	911.3	815.6	48.5	400.2	0.0	1,036.7	183.2	0.0	873.9	4,476.0

Source: Data has been provided by various sources within the Los Angeles Community Colleges. In the categories of Financial Aid and EOP&S, the funding agencies determine college and central administrative office allocations, and, in the case of EOP&S,the college allocations.

(1) Includes special project grants administered for all colleges by the Educational Services Division.

BEST COPY AVAILABLE

SPECIAL VOCATIONAL FUNDS BY LOCATION

All the funds included in this table go to support vocationally-oriented student services or instructional programs. Most of the funding is federal in origin, but is awarded and audited through state and local agencies. Some colleges apply for grants on an individual basis, but since 1978-79 over 80% of all vocational funds have been received and awarded through the District Educational Services Division. This year, 76% of special vocational funds were processed by the Division's Office of Occupational and Technical Education. The amounts listed are those awarded by the funding agencies during the fiscal year. They do not represent expenditures, or funds available at the beginning of the year, since some grants are meant to be spent over a span of several years.

Employment training funds give support to programs that provide on-the-job training in occupational fields. They are awarded on a yearly basis, and administered in close collaboration with local agencies or private industry. Currently, the greatest share comes from the federal Job Training Partnership Act (JTPA), whose funding is obtained through the State Chancellor's Office. Other major sources are Greater Avenues to Independence (GAIN), through the Los Angeles County Department of Public Socia' Services, and excess costs funds, obtained through the State Department of Finance to supplement JTPA. These funds are mostly distributed by the District, but colleges obtain some JTPA grants directly. Funds from the Employment Training Panel (ETP) and Employment Based Training (EBT), both State programs, are dispensed directly to colleges by the State Chancellor's Office.

All but a small fraction of the federal Vocational Education Act (VEA) funds are awarded to the District by the State Chancellor's Office. They are allocated and distributed by the Office of Occupational and Technical Education according to formulas applied to various student categories (i.e., handicapped, disadvantaged, single parents, etc.). These groups are delineated at the District level according to guidelines developed for the State Vocational Education Data System (VEDS). Since the passage of the Perkins Act in 1985, the emphasis in VEA funding has shifted from support of instructional programs to specialized student services.

TABLE 35
SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION, 1978–79 THROUGH 1990–91
(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Employment Training (1)											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1979-80	215.1	162.2	1.7	1.1	1.2	388.1	810.3	482.1	4.1	0.0	2,065.9
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1981-82	269.3	2.5	0.8	1.0	2.9	1.6	1.6	0.0	100.0	2,906.9	3,286.6
1982-83	306.9	2.6	221.9	1.3	91.8	2.0	354.8	0.0	39.0	4,000.0	5,020.2
1983-84	845.7	384.1	73.1	1.4	2.8	2.5	287.9	0.0	2.6	5,000.0	6,600.1
1984-85	618.7	423.4	205.8	0.8	2.0	0.8	88.2	1.2	3.6	5,000.0	6,344.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	196.0	200.0	486.5	2,244.6
1987-88	324.5	230.2	176.0	0.0	0.0	251.4	0.0	0.0	0.0	0.0	982.1
1988-89	403.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,586.7	4,486.4
1989-90	279.6	85.2	80.0	580.0	0.0	20.0	0.0	3.0	0.0	1,884.9	2,932.8
1990-91	0.0	62.0	50.0	173.4	0.0	1,138.9	0.0	0.0	1.7	2,271.0	3,696.9
Vocational Education Act - Special Project Grants (2) and State Vocational Grants											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1979-80	50.0	0.0	0.0	0.0	243.1	0.0	0.0	0.0	0.0	0.0	293.1
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1981-82	0.0	0.0	20.0	0.0	15.0	0.0	0.0	0.0	0.0	0.0	35.0
1982-83	1.4	1.4	1.4	1.4	1.4	161.4	1.4	1.4	1.4	0.0	172.7
1983-84	0.0	0.0	0.0	6.5	0.0	0.0	6.5	0.0	0.0	0.0	13.0
1984-85	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1986-87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	0.0	0.0	4.9
1987-88	24.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	97.7
1988-89	83.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	229.0	312.0
1989-90	0.0	0.0	78.0	24.3	32.6	0.0	25.0	0.0	0.0	110.3	270.1
1990-91	160.0	0.0	0.0	0.0	0.0	0.0	120.2	0.0	183.8	225.4	689.4
Total Direct Awards											
1978-79	$295.0	$2.0	$6.5	$0.8	$68.5	$1.3	$0.0	$1.0	$5.0	$0.0	$380.0
1979-80	265.1	162.2	1.7	1.1	244.3	388.1	810.3	482.1	4.1	0.0	2,359.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1981-82	269.3	2.5	20.8	1.0	17.9	1.6	1.6	0.0	100.0	2,906.9	3,321.6
1982-83	308.3	4.0	223.3	2.7	93.2	163.4	356.2	1.4	40.4	4,000.0	5,193.0
1983-84	845.7	384.1	73.1	7.9	2.8	2.5	294.4	0.0	2.6	5,000.0	6,613.1
1984-85	618.7	423.4	205.8	0.8	12.0	0.8	88.2	1.2	3.6	5,000.0	6,354.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	200.9	200.0	486.5	2,249.5
1987-88	348.5	230.2	176.0	0.0	6.7	251.4	0.0	0.0	0.0	67.0	1,079.8
1988-89	486.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,815.7	4,798.4
1989-90	279.6	85.2	158.0	604.3	32.6	20.0	25.0	3.0	0.0	1,995.2	3,202.9
1990-91	160.0	62.0	50.0	173.4	0.0	1,138.9	120.2	0.0	185.5	2,496.4	4,386.3

Continued on next page

TABLE 35 (Cont.)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1979-80	308.5	224.7	203.2	197.2	284.7	190.1	670.5	315.4	313.9	248.7	2,957.0
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1981-82	296.3	306.3	291.6	283.1	308.4	222.7	820.5	196.8	179.2	636.4	3,541.3
1982-83	290.0	220.2	215.8	149.6	316.6	216.1	735.1	242.8	165.8	327.3	2,879.3
1983-84	238.1	180.3	180.5	144.7	291.3	137.8	612.9	251.8	135.7	621.7	2,794.8
1984-85	280.1	176.3	197.5	147.2	295.0	216.0	600.2	237.7	116.2	566.8	2,833.0
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1986-87	381.5	278.3	194.6	141.2	327.5	151.5	637.1	324.7	208.1	454.1	3,098.6
1987-88	432.7	332.7	208.1	139.5	356.9	175.8	725.2	342.7	225.9	516.5	3,456.0
1988-89	462.8	349.1	224.3	163.2	368.1	195.2	753.9	379.0	254.1	340.3	3,490.0
1989-90	432.5	325.9	210.9	148.3	350.1	182.9	715.3	345.2	243.7	304.9	3,259.7
1990-91	405.6	321.9	237.4	147.9	326.8	189.4	831.8	345.1	265.1	308.1	3,379.1
Grand Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1979-80	573.6	386.9	204.9	198.3	528.9	578.2	1,480.9	797.5	318.0	248.7	5,316.0
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1981-82	565.6	308.8	312.4	284.1	326.3	224.3	822.1	196.8	279.2	3,543.3	6,862.9
1982-83	598.3	224.2	439.1	152.3	409.8	379.5	1,091.3	244.2	206.2	4,327.3	8,072.3
1983-84	1,083.8	564.4	253.6	152.6	294.1	140.3	907.3	251.8	138.3	5,621.7	9,407.9
1984-85	898.8	599.7	403.3	148.0	307.0	216.8	688.4	238.9	119.8	5,566.8	9,187.5
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
1986-87	1,184.2	309.4	250.6	141.2	604.4	236.2	747.8	525.6	408.1	940.6	5,348.1
1987-88	781.2	562.9	384.1	139.5	363.6	427.2	725.2	342.7	225.9	583.5	4,535.8
1988-89	949.0	349.1	270.4	243.2	441.2	195.2	828.5	379.0	476.8	4,156.0	8,288.4
1989-90	712.1	411.1	368.9	752.6	382.7	202.9	740.3	348.2	243.7	2,300.1	6,462.6
1990-91	565.6	383.9	287.4	321.3	326.8	1,328.3	952.0	345.1	450.6	2,804.5	7,765.4

Sources: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA), California Worksite Education and Training Act (CWETA) awards from 1980-81 through 1982-83,the Employment Training Panel (ETP), and the Employment Based Training Program, California Community Colleges (EBT was Investment in People or IIP until 1983-84). Also includes GAIN, Second Start and miscellaneous employment-based funding.

(2) VEA Subparts 2 through 5, 1978-79 through 1985-86 and Vocational Education Special Project Grants.

PERSONNEL DISTRIBUTION

Federal and state civil rights legislation require the District to maintain continuing commitment to affirmative action personnel policies. All colleges and the District Office have established percentage goals for each employee category to make ethnic and gender distributions more closely reflect those in the service area population. These goals, designated as benchmarks, were established in 1982, and are listed in Table 36.1. The percentages listed for each fiscal year represent personnel distribution as of the 04 pay period, which is in October. Data from this pay period is used to generate the annual District Affirmative Action Report.

TABLE 36.1
PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX, AND ETHNICITY
1980 THROUGH 1990
(Percentages)

Category	Asian		Black		Hispanic		White		Other		Total	Total	Total	
	M	F	M	F	M	F	M	F	M	F	Female	Minority	%	No.
Executive/Admin./Managerial														
Benchmark	4%		10%		10%				.5%		38%			
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	100.0	254
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	100.0	166
1986-87	5.2	1.3	11.6	10.3	12.3	1.9	40.6	15.5	0.6	0.6	29.7	43.9	100.0	155
1987-88	6.4	0.7	12.1	9.2	12.8	1.4	41.1	14.9	0.7	0.7	27.0	44.0	100.0	141
1988-89	6.5	0.6	13.0	9.1	14.9	1.9	39.0	14.3	0.0	0.6	26.6	46.8	100.0	154
1989-90	6.8	0.7	11.0	10.3	13.7	2.7	39.0	15.1	0.0	0.7	29.5	45.9	100.0	146
1990-91	6.0	0.7	10.7	11.4	13.4	2.7	39.6	14.8	0.0	0.7	30.2	45.6	100.0	149
Faculty/Instructors:														
Benchmark	4%		10%		10%				.5%		40%			
Full-Time														
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	100.0	2,145
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	100.0	1,916
1986-87	2.8	2.7	4.9	6.1	5.1	3.3	47.5	27.6	0.1	0.1	39.7	25.0	100.0	1,847
1987-88	2.8	2.7	4.8	6.2	5.6	3.5	47.0	27.7	0.1	0.1	40.2	25.3	100.0	1,820
1988-89	2.9	3.0	5.1	6.6	5.0	3.9	45.4	27.9	0.1	0.1	41.5	26.7	100.0	1,876
1989-90	3.4	3.0	5.3	6.6	5.7	4.1	44.2	27.6	0.1	0.1	41.5	28.2	100.0	1,820
1990-91	3.1	3.2	5.5	6.5	5.7	4.3	44.2	27.2	0.1	0.2	41.3	28.5	100.0	1,775
Hourly														
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	100.0	1,925
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	100.0	1,512
1986-87	4.2	1.5	6.8	3.6	4.6	3.0	52.3	23.5	0.2	0.2	31.9	24.2	100.0	1,381
1987-88	4.2	1.4	6.9	3.8	4.1	3.3	52.7	22.4	0.2	0.2	31.2	24.9	100.0	1,881
1988-89	4.0	2.5	6.7	4.1	5.6	3.7	47.3	25.4	0.2	0.4	36.2	27.3	100.0	1,845
1989-90	4.6	2.8	6.6	4.5	5.2	2.9	48.6	24.2	0.2	0.3	34.7	27.1	100.0	1,881
1990-91	5.2	3.1	6.3	4.5	5.2	3.5	47.5	24.3	0.1	0.3	35.8	28.2	100.0	1,796
Professional/Non-Faculty														
Benchmark	4%		10%		10%				.5%		40%			
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	100.0	159
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	100.0	175
1986-87	12.6	12.6	8.2	1.3	5.7	1.9	30.8	27.0	0.0	0.0	42.8	42.1	100.0	159
1987-88	13.3	13.9	9.4	6.1	3.3	3.3	26.7	23.9	0.0	0.0	47.2	49.4	100.0	180
1988-89	11.4	13.9	7.9	8.9	4.5	2.0	25.2	26.2	0.0	0.0	51.0	48.5	100.0	202
1989-90	13.6	15.1	8.0	7.0	4.0	3.0	24.1	25.1	0.0	0.0	50.3	50.8	100.0	199
1990-91	13.4	13.4	8.6	8.1	4.3	3.8	23.0	25.4	0.0	0.0	50.7	51.7	100.0	209
Secretarial/Clerical														
Benchmark	4%		11%		18%				.5%		40%			
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	100.0	1,388
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	100.0	939
1986-87	2.1	12.4	4.2	23.5	3.2	12.0	6.0	35.5	0.1	1.1	84.4	58.5	100.0	1,020
1987-88	4.3	13.2	3.9	22.4	3.7	12.3	6.4	32.8	0.2	0.8	81.6	60.8	100.0	1,102
1988-89	4.5	11.7	5.2	22.4	3.3	14.2	5.7	32.2	0.2	0.6	81.0	62.1	100.0	1,107
1989-90	5.2	12.5	5.5	21.5	4.2	15.0	5.6	29.9	0.1	0.6	79.5	64.5	100.0	1,222
1990-91	3.8	12.9	5.0	20.8	4.7	16.1	6.0	29.8	0.3	0.6	80.2	64.2	100.0	1,180

Continued on next page.

TABLE 36.1 (Continued)

Category	Asian		Black		Hispanic		White		Other		Total	Total	Total	
	M	F	M	F	M	F	M	F	M	F	Female	Minority	%	No.
Technical/Paraprofessional														
Benchmark	4%		11%		18%				.5%		35%			
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	100.0	276
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	100.0	248
1986-87	7.4	6.5	6.5	6.5	5.7	1.3	32.2	33.9	0.0	0.0	48.3	33.9	100.0	230
1987-88	9.1	7.8	10.3	6.2	5.8	1.6	30.9	28.4	0.0	0.0	44.0	40.7	100.0	243
1988-89	10.0	9.3	8.2	6.0	7.8	3.2	29.2	26.0	0.0	0.4	44.8	44.8	100.0	281
1989-90	9.9	8.0	9.1	5.5	8.4	2.9	28.1	27.4	0.0	0.7	44.5	44.5	100.0	274
1990-91	10.8	8.2	7.2	7.2	7.9	2.2	30.1	26.2	0.0	0.4	44.1	43.7	100.0	279
Skilled Crafts														
Benchmark	4%		11%		18%				.5%		5%			
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	100.0	123
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	100.0	89
1986-87	2.4	0.0	10.7	0.0	19.0	0.0	66.7	0.0	1.2	0.0	0.0	33.3	100.0	84
1987-88	3.5	0.0	11.6	0.0	22.1	0.0	61.6	0.0	1.2	0.0	0.0	38.4	100.0	86
1988-89	3.2	0.0	9.7	0.0	21.5	0.0	64.5	0.0	1.1	0.0	0.0	35.5	100.0	93
1989-90	3.0	0.0	9.0	1.0	20.0	0.0	66.0	0.0	1.0	0.0	1.0	34.0	100.0	100
1990-91	3.3	0.0	9.9	0.0	22.0	0.0	63.7	0.0	1.1	0.0	0.0	36.3	100.0	91
Service/Maintenance														
Benchmark	4%		11%		18%				.5%		40%			
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	100.0	887
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	100.0	716
1986-87	2.8	0.7	35.1	11.9	10.6	2.6	27.7	8.6	0.0	0.0	23.9	63.8	100.0	687
1987-88	3.3	0.7	34.3	12.9	9.0	3.2	28.6	8.0	0.0	0.0	24.8	63.5	100.0	690
1988-89	3.9	0.6	36.1	12.1	10.0	3.7	26.4	7.0	0.3	0.0	23.4	66.6	100.0	701
1989-90	3.9	0.5	36.0	12.0	10.3	4.6	26.1	6.2	0.3	0.0	23.4	67.7	100.0	739
1990-91	4.3	0.6	35.7	12.5	11.5	4.6	24.7	5.9	0.3	0.0	23.5	69.4	100.0	680
TOTAL														
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	100.0	7,157
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	100.0	5,761
1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
1987-88	4.2	4.7	9.4	9.5	5.6	4.9	37.1	24.1	0.2	0.3	43.5	38.8	100.0	5,698
1988-89	4.3	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs and Services.
Note: Data are from the October (04) pay period of each fiscal year.

TABLE 36.2
PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1986 – 1990
(Percentages)

		Asian		Black		Hispanic		White		Other		Total	Total	Total	
	Year	M	F	M	F	M	F	M	F	M	F	Female	Minority	%	No.
City	1986-87	4.7	5.8	8.7	12.5	5.5	4.1	38.0	20.7	0.0	0.0	43.1	41.3	100.0	813
	1987-88	6.8	5.7	9.1	12.1	4.7	3.6	37.5	20.6	0.0	0.0	42.0	41.9	100.0	795
	1988-89	6.4	6.2	9.1	11.5	5.3	3.0	37.1	21.0	0.1	0.2	42.0	41.9	100.0	903
	1989-90	7.5	6.7	9.7	11.5	5.5	2.9	35.0	20.9	0.1	0.2	42.3	44.1	100.0	963
	1990-91	6.9	6.6	9.1	11.3	5.7	3.4	36.2	20.3	0.1	0.2	41.9	43.4	100.0	875
	1990 SAP		13.7%		5%		35.3%		43.6%		2.4%		56.4%		
East	1986-87	5.1	7.4	5.4	2.6	15.1	12.3	33.6	17.9	0.3	0.3	40.5	48.5	100.0	664
	1987-88	6.3	7.6	5.7	2.9	15.2	13.3	32.2	16.1	0.3	0.3	40.3	51.7	100.0	683
	1988-89	6.0	6.9	5.6	3.5	15.4	13.3	32.9	15.7	0.3	0.3	39.7	51.4	100.0	712
	1989-90	6.4	7.6	5.4	3.3	15.0	14.3	31.5	16.1	0.3	0.1	41.4	52.5	100.0	734
	1990-91	8.5	7.9	5.4	2.9	15.6	13.6	30.6	14.8	0.1	0.4	39.7	54.6	100.0	755
	1990 SAP		8.2%		9%		70.5%		19.6%		8%		80.4%		
Harbor	1986-87	3.2	4.7	9.5	7.1	4.1	4.3	37.7	28.9	0.0	0.4	45.5	33.4	100.0	464
	1987-88	3.5	6.5	8.6	7.1	3.1	5.6	37.6	27.6	0.0	0.4	47.2	34.9	100.0	479
	1988-89	3.9	4.9	8.8	6.5	3.2	6.5	35.3	30.8	0.0	0.2	48.9	34.0	100.0	536
	1989-90	4.4	5.7	9.1	5.9	3.6	7.0	36.2	27.9	0.0	0.2	46.7	35.9	100.0	527
	1990-91	3.5	6.1	8.6	5.6	3.2	8.4	36.5	27.9	0.0	0.2	48.2	35.6	100.0	537
	1990 SAP		9.9%		12.5%		25.9%		50.7%		1%		49.3%		
Mission	1986-87	1.4	2.3	4.7	4.2	7.5	8.9	34.6	35.5	0.0	0.9	51.9	29.9	100.0	214
	1987-88	2.3	3.6	5.0	4.1	6.4	11.4	32.3	34.1	0.0	0.9	54.1	33.6	100.0	220
	1988-89	2.3	3.8	3.2	4.7	8.4	15.1	29.1	32.3	0.3	0.9	56.7	38.7	100.0	344
	1989-90	1.9	3.5	2.9	3.8	9.2	15.6	30.6	31.5	0.3	0.6	55.1	37.9	100.0	314
	1990-91	1.5	3.3	3.3	3.3	8.0	16.0	28.5	35.0	0.3	0.9	58.5	36.5	100.0	337
	1990 SAP		4.1%		6.5%		33.1%		55.4%		.9%		44.6%		
Pierce	1986-87	2.0	1.0	4.3	1.2	2.0	1.7	50.2	37.3	0.0	0.1	41.4	12.4	100.0	806
	1987-88	2.3	0.7	3.9	1.4	2.0	1.7	51.4	36.5	0.0	0.1	40.4	12.2	100.0	839
	1988-89	0.9	1.5	4.6	1.7	2.2	2.1	48.3	36.9	0.1	0.3	42.6	14.8	100.0	861
	1989-90	2.6	2.0	4.2	2.0	2.8	2.8	47.4	35.7	0.1	0.4	42.9	16.9	100.0	899
	1990-91	2.8	2.1	4.7	1.8	2.6	2.9	46.7	35.9	0.1	0.4	43.1	17.4	100.0	852
	1990 SAP		4.3%		1.6%		10.2%		83.1%		.8%		16.9%		
Southwest	1986-87	2.9	1.3	31.2	36.0	1.9	1.6	14.3	10.2	0.3	0.3	49.4	75.5	100.0	314
	1987-88	3.5	1.8	28.9	37.5	1.8	1.5	14.5	10.3	0.3	0.0	51.0	75.2	100.0	339
	1988-89	2.9	2.9	25.5	33.8	2.2	2.2	16.8	13.4	0.2	0.0	52.3	69.8	100.0	411
	1989-90	3.6	1.4	27.6	34.7	2.9	1.9	16.9	10.9	0.2	0.0	48.9	72.2	100.0	421
	1990-91	3.5	2.3	26.7	34.7	3.7	2.1	16.4	10.3	0.2	0.0	49.4	73.3	100.0	427
	1990 SAP		5.8%		65.1%		21%		7.5%		.6%		92.5%		
Trade-Tech	1986-87	3.8	2.6	16.7	15.2	7.9	4.1	34.3	15.3	0.1	0.1	37.3	50.4	100.0	738
	1987-88	4.8	3.3	16.4	16.1	7.8	3.4	33.7	14.4	0.1	0.0	37.3	51.9	100.0	757
	1988-89	5.1	4.0	16.4	15.0	7.6	3.5	32.7	15.5	0.1	0.0	38.1	51.8	100.0	792
	1989-90	5.3	4.0	16.3	16.0	8.5	4.0	30.7	15.0	0.1	0.0	39.1	54.2	100.0	804
	1990-91	5.1	4.3	15.2	15.2	8.5	4.5	31.6	15.3	0.3	0.0	39.3	53.1	100.0	784
	1990 SAP		8.3%		35.3%		47.7%		7.7%		1%		92.3%		

Continued on Next Page

TABLE 36.2 (Cont.)

	Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total %	Total No.
Valley	1986-87	1.2	1.6	4.6	1.6	4.2	2.7	47.9	36.1	0.0	0.3	42.2	16.1	100.0	746
	1987-88	1.1	1.7	4.5	2.0	4.5	3.6	47.2	35.4	0.0	0.1	42.8	17.4	100.0	759
	1988-89	1.5	1.9	4.9	1.8	5.4	4.3	45.9	34.0	0.3	0.3	42.1	20.1	100.0	800
	1989-90	1.8	2.3	4.6	1.8	5.3	4.8	46.4	32.4	0.1	0.4	41.7	21.1	100.0	829
	1990-91	1.4	2.1	4.9	2.3	6.3	4.8	43.5	33.9	0.4	0.4	43.5	22.6	100.0	775
	1990 SAP		4.3%		2.1%		20.4%		71.9%		1.3%		28.1%		
West	1986-87	3.3	3.3	11.4	12.6	1.9	0.9	40.0	25.9	0.5	0.2	43.0	34.1	100.0	428
	1987-88	3.0	3.7	13.1	11.2	2.6	1.6	39.1	24.4	0.7	0.5	41.5	36.5	100.0	427
	1988-89	2.8	4.0	14.2	10.4	2.8	2.4	35.8	26.8	0.4	0.4	44.0	37.4	100.0	500
	1989-90	3.6	3.8	15.2	11.1	2.4	2.3	35.1	26.1	0.2	0.4	43.5	38.8	100.0	533
	1990-91	3.2	5.0	13.1	12.0	2.6	2.8	36.5	24.7	0.0	0.2	44.6	38.8	100.0	502
	1990 SAP		6.6%		20.8%		14.8%		56.4%		1.4%		43.6%		
District Office	1986-87	8.0	15.4	6.1	14.9	5.9	6.4	21.3	20.5	0.5	1.1	58.?	58.2	100.0	376
	1987-88	8.0	15.8	7.0	15.0	6.0	7.5	21.0	18.0	0.5	1.3	57.5	61.0	100.0	400
	1988-89	11.0	13.8	8.0	15.5	7.5	8.0	19.3	16.3	0.0	0.8	54.3	64.5	100.0	400
	1989-90	12.3	16.8	7.0	16.0	7.3	7.8	16.2	15.7	0.0	0.8	57.1	68.1	100.0	357
	1990-91	12.1	17.5	7.0	18.4	6.0	8.3	15.9	14.3	0.0	0.6	59.0	69.8	100.0	315
TOTAL	1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
	1987-88	4.2	4.7	9.4	9.5	5.6	4.9	37.1	24.1	0.2	0.3	43.5	38.8	100.0	5,698
	1988-89	4.2	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
	1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
	1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	100.0	6,159
	1990 SAP		7.6%		14.3%		33.5%		43.4%		1.2%		56.6%		

Source: Data Processing Report B1842, Office of Affirmative Action Programs and Services.

Note: Data are from the October (04) pay period of each fiscal year. SAP refers to the 1990 college-relevant (18-54) service area population percentage breakdown by ethnicity.

UPDATES

STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1991
(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	41.1	55.6	49.4	36.8	56.8	38.8	40.5	48.8	41.3	47.0	54,962
25 - 34	34.4	27.7	25.5	28.4	24.8	34.1	34.0	28.4	31.6	29.6	34,614
Over 34	24.5	16.8	25.1	34.8	18.4	27.0	25.5	22.8	27.2	23.4	27,364
Ethnicity											
Asian	24.9	22.4	17.9	5.8	16.8	1.5	13.5	15.2	10.6	16.1	18,827
Black	14.8	2.8	14.5	7.1	4.0	71.8	32.5	7.4	52.5	18.3	21,400
Hispanic	38.8	69.2	28.2	56.5	13.0	25.4	42.0	24.2	13.6	33.9	39,643
White	19.7	4.6	38.1	29.2	63.2	0.9	10.5	50.8	21.2	30.0	35,082
Sex											
Female	53.2	56.8	59.6	64.5	53.7	68.3	43.9	56.7	61.7	56.0	65,486
Male	46.8	43.2	40.4	35.5	46.3	31.7	56.1	43.3	38.3	44.0	51,454
Class Level											
Freshman	60.9	64.1	62.4	71.1	61.7	70.5	70.6	61.0	61.3	63.9	74,725
Sophomore	27.7	28.9	24.9	19.6	26.4	24.3	22.5	26.0	22.9	25.4	29,703
AA or Higher	11.4	7.0	12.7	9.4	11.9	5.2	6.9	13.0	15.7	10.7	12,513
Entering Status											
1st-Time	20.5	20.7	18.0	24.5	18.5	26.9	26.2	14.7	19.5	20.2	23,622
Transfer	9.4	6.7	12.4	10.7	12.2	8.3	7.9	13.9	15.5	10.9	12,746
Returning	10.7	10.2	13.5	11.2	9.1	13.2	10.7	15.2	15.3	11.9	13,916
Continuing	59.3	62.4	56.1	53.5	60.1	51.6	55.3	56.2	49.7	57.0	66,656
Unit Load											
Under 6	34.8	34.6	38.5	43.7	38.0	28.0	39.1	43.0	40.1	38.1	44,554
6-11 units	36.3	37.3	32.1	34.9	33.2	48.3	35.7	34.8	37.0	35.9	41,981
12 or more	29.0	28.1	29.3	21.4	28.8	23.6	25.2	22.1	22.9	26.0	30,404
Hour Load											
Under 6	29.7	28.2	31.2	38.9	32.6	21.6	24.4	35.5	32.5	30.8	36,018
6-11 hours	35.2	36.6	30.7	31.9	32.3	33.5	32.8	36.3	37.9	34.4	40,227
12 or more	35.1	35.2	38.1	29.2	35.1	44.9	42.8	28.2	29.6	34.8	40,695
Time of Day											
Day	48.8	38.8	44.3	31.5	48.7	42.3	51.6	41.3	36.9	43.8	51,220
Day/Evening	18.2	20.4	18.8	23.2	19.4	14.4	10.9	15.9	16.9	17.5	20,465
Evening	32.9	40.7	37.0	45.4	31.9	43.3	37.5	42.8	46.3	38.7	45,256
Educational Goal											
BA Degree	31.4	36.3	34.8	21.2	39.6	21.3	13.5	32.0	31.4	30.4	35,550
AA Deg./Cert.	12.0	14.1	14.5	9.9	10.0	13.9	19.5	9.3	11.3	12.4	14,501
Job Skills	26.6	24.5	23.4	33.6	25.5	31.6	48.3	29.3	34.6	30.4	35,550
Basic Skills	9.9	5.8	2.6	5.9	2.6	5.9	3.8	3.5	3.3	4.9	5,730
Other	20.2	19.3	24.6	29.5	22.3	27.3	14.9	25.9	19.5	21.9	25,610
Enrollment	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

140

ERIC Clearinghouse for Junior Colleges

SEP 04 1992

BEST COPY AVAILABLE